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 IDENTIFIERS *Family and Consumer Sciences; Missouri

ABSTRACT

These two documents deal with the relationship between Missouri's Show-Me Standards (the standards defining what all Missouri students should know upon graduation from high school) with the vocational competencies taught in secondary-level family and consumer science (FACS) education courses. The first document, which is a database documenting the common ground that has existed for years between the academic skills and vocational competencies in the area of FACS education, is in the form of a three-column table in which duty band and task statements in the following areas of FACS education are cross-referenced to academic knowledge (content) and performance (goal) statements: child care provider/assistant; child development, care, and guidance; clothing and textiles (intermediate and advanced); contemporary living; core employment skills; custom sewing; exploratory FACS; FACS; family/consumer resource management; family/individual health; family living and parenthood; fashion/fabric consultant; food service worker; housing, home furnishings, and equipment; industrial sewing; and nutrition and wellness. In the second document, the same FACS duty bands and task statements are cross-referenced to Missouri's Show-Me Standards knowledge and performance statements applicable to the following curriculum areas: mathematics; communication skills; science; social studies; health and physical education; and fine arts. (MN)

Family and Consumer Sciences Education
Missouri's Show-Me Standards and Vocational Education Competencies
Cross Reference
Main Report
Mini Report

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Missouri's
Show-Me Standards
and
Vocational Education
Competencies

Cross Reference

Main Report
September 1997

**FAMILY AND CONSUMER SCIENCES
EDUCATION**

Foreword

This database documents the common ground that has existed for years between academic skills and vocational competencies. It is intended to be "*a model*," not "*the model*," of how vocational and academic educators can work together to strengthen foundation skills needed by students in K-12 grades.

Both components of the Show-Me Standards--knowledge (content) and performance (process)--have been cross-referenced to the vocational competency lists included in this database, as have many Curriculum Frameworks statements.

Because most vocational program are taught in the 9-12th grade levels, suggested academic knowledge and performance skills (Curriculum Frameworks) for grades 9-12 have been used for this pilot project. The only exception is the Exploratory Family and Consumer

Sciences course, which is taught in middle and junior high grades, and is therefore, cross-referenced to grades 5-8 Curriculum Frameworks.

Sample activities have been developed for most competency lists, also. The writers of these activities used the crosswalk information to develop actual, "real world" classroom activities that teach/reinforce academic *and* vocational concepts.

This project is intended to provide a starting point for school districts working on integrating academic and vocational skills, so customization of the crosswalk is highly encouraged. Both printed and electronic versions of the information are available from the Instructional Materials Laboratory. (See previous page for address and ordering information.) Initial data entry has been done in Microsoft Access 2.0.

Credits

This project, which was called "Vocational 21st Century Curriculum" during the development stage, has taken the dedication of many individuals to bring it this far. Without the following individual contributors, this work could not have been accomplished.

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International Business
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Ken Conaway, (IE) Graphic Communications/Printing
Linda Crumpacker, Math
Roger Day, (IE) Welding
Pat Dittman, (BE) Business & Personal Law
Robin Ferguson, (IE) Auto Mechanics
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Pat Garrett, (FACS) Contemporary Living
Ken Garthe, (IE) Electronics
Vicki Garton, (FACS) Clothing & Textiles,
Intermediate & Advanced
Michael George, (IE) Plumbing
Sara Gibb, (FACS) Child Development, Care &
Guidance
Tim Gill, (IE) Welding
Jim Graham, (AG) Ag Management; Forest Mgmt.;
Agribusiness
Nola 'Pinky' Gum, (FACS) Housing, Home Furnishings
and Equipment
Joan Hansen, (FACS) Exploratory FACS
Harold Harden, (IE) Auto Collision Technology
Phyllis Hastings, (FACS) Family Living and
Parenthood

Key to codes:

AG = Agriculture Education, BE = Business
Education, FACS = Family and Consumer Science
Education, ME = Marketing Education, IE =
Industrial Education, IE-HO = Health Occupations

Diana Henry, (FACS) Industrial Sewing; Custom
Sewing; Fashion Merchandising; Clothing &
Textiles, Intermediate & Advanced
Raymond Herschleb, (IE) Masonry
Jonathan Hoer, (AG) Ag Science II
Gay Holman, (BE) Business Management; Accounting I
and II
Terri Jungers, (BE) Computer Business Applications
Pat LaDuke, (FACS) Family and Individual Health
Sally Lillard, (BE) Business Economics
Mila Lowry, (BE) Business Management; Keyboarding
and Keyboarding Applications
Pat McKee, (IE) Electrical Trades
Bob McNary, (AG) Ag. Marketing, Ag. Construction
Jack Miller, (IE) Machine Tool Technology
Milton Moore, (IE) Drafting
Stanley Moore, (IE) Building Trades
Barbara Mountjoy, (IE-HO) Health Care Assistant
Neil Preston, (IE) Electronics
Calvin Pyle, (AG) Ag Management
Tyne Rabourn, (BE) Business and Personal Law
Donna Robart, (BE) Business Communications
Mary Kay Robinson, (FACS) Custom Sewing;
Industrial Sewing; Fashion Merchandising
Paul Santaularia, (IE) Culinary Arts
Sam Schulte, (IE) Auto Collision Technology
Amy Schupp, (BE) Mathematics in Business
James Scott, (IE) Commercial Art
Pat See, (IE) Cosmetology
Linda Siess, (IE) Cosmetology
Garry Sloan, (IE) Building Maintenance
Brenda Smith, (FACS) Family/Consumer Resource
Management
Mike Smith, (IE) Auto Collision Technology
Teresa Stark, (IE) Culinary Arts
Marie Toms, (BE) Business Technology
Carolyn Vargas, (BE) Introduction to Business
Peggy White, Communication Arts
Dean Whitlow, (IE) Industrial Maintenance
Gay Wieland, (FACS) Family and Consumer Sciences;
Exploratory FACS
Del Winston, (IE) AC/Heating & Refrigeration
Rick Witt, (ME) Marketing Education

Terms and Definitions

Like any other project, this one has its own language. Here's an explanation of the basic terms:

Framework: A state document that articulates benchmark statements for all grade ranges in six disciplines: communication arts, fine arts (comprised of dance, music, theatre and visual arts), health education/physical education, mathematics, science and social studies. Some disciplines address content statements (*to know*), others process statements (*to do*) and some do both. By examining the three-column landscape layout of each discipline, you can tell if there is a direct correlation between a *to know* and a *to do* statement (e.g., communication arts). The benchmark lists *to know* statements in the far left column, *to do* statements in the middle and offers sample activities in the far right column.

Outstanding Schools Act: This is the law that announced Missouri's Show-Me Standards and set the process in motion for creating the framework. The Act promotes higher standards in students' knowledge and performance.

Show-Me Standards: The Standards define what all Missouri students should know and be able to do upon graduation. It is divided into four performance goals and six knowledge standards. Because these Standards (73 total) have the force of law, all school districts must incorporate them into their curriculum.

Strand: Strands are general statements, written in Roman numerals, that organize each discipline within the framework (e.g., Problem Solving, Communication, Reasoning, Connections, etc.)

Competency List (August 5, 1997)

Agricultural Education

1. Adv. Crop Production
- # Adv. Livestock Production
- # Agribusiness
2. Agricultural Construction
3. Agricultural Machinery
4. Agricultural Management and Economics
5. Agricultural Marketing
6. Agricultural Power I
7. Agricultural Power II
8. Agricultural Science I
9. Agricultural Science I Supplement
10. Agricultural Science II
11. Agricultural Structures I
12. Agricultural Structures II
13. Animal Science
14. Fish and Wildlife Mgmt.
15. Floristry
16. Forest Mgmt.
17. Food Science and Technology
18. Greenhouse Operation and Mgmt.
19. Horticulture
20. Landscaping and Turf Mgmt.
- * Leadership I and II
- * Leadership and Personal Development for Advanced Students
21. Processing and Marketing Forest Products
- * SAE (Supervised Agri. Experience) Program

Business Education

22. Accounting I
23. Accounting II
24. Business and Personal Law
25. Business Communications
26. Business Economics
27. Business Management
28. Business Technology
29. Computer Business Applications

- ★ Computer Programming
30. International Business
31. Introduction to Business
32. Keyboarding and Keyboard Applications
33. Mathematics in Business

Family and Consumer Sciences Education

34. Child Care Provider/Assistant
35. Child Development, Care and Guidance
36. Clothing and Textiles, Intermediate
37. Clothing and Textiles, Advanced
38. Contemporary Living
39. Core Employment Skills
40. Custom Sewing
41. Exploratory FACS
- * FACS Leadership, Change, Careers
42. Family and Consumer Sciences
43. Family/Consumer Resource Management
44. Family/Individual Health
45. Family Living and Parenthood
46. Fashion/Fabric Consultant
- ★ Food and Nutrition - Interm. and Adv.
47. Food Service Worker
- ★ Home Ec I and II
- ★ Home Management
48. Housing, Home Furnishings and Equipment
49. Industrial Sewing
50. Nutrition and Wellness

Industrial Education

51. AC, Heating and Refrigeration
52. Auto Technology
53. Auto Collision Technology
54. Building Maintenance

55. Cabinetmaking
56. Carpentry
57. Commercial Art
58. Cosmetology
59. Culinary Arts
60. Diesel Mechanic
61. Drafting
62. Electrical Trades
63. Electronics
64. Graphic Communications/Printing
65. Industrial Maintenance
- * Leadership (VICA)
66. Machine Tool Technology
67. Masonry
68. Plumbing
69. Small Engines
70. Welding

Health Occupations

- # Administrative Med. Asst.
71. Dental Aide
72. Health Care Assistant (core competencies)
73. Nurse Assistant/Aide
- # Pharmacy Aide
- # Physical Therapist Aide
- # Practical Nursing

Marketing Education

- # Cooperative Vocational Education
- # Entrepreneurship
- # Free Enterprise Economics
74. Marketing Education
- # Supervisory Management

★ = Obsolete

= By design, not included in crosswalk/database project

* = "Across-the-board" competencies

Table of Contents, Activities

Activity Title	Competency Profile(s)	Author(s)	Page
AGRICULTURAL EDUCATION			
Welding (Basic Skills)	Agricultural Construction (1994)	Bob McNary	AG-1
Plant Science	Agricultural Science II (1995)	Jonathan Hoer	AG-5
Asexual Plant Propagation	Greenhouse Operation and Management (1993)	Dan Chappell	AG-7
Developing Cost Estimates	Landscaping and Turf Management (1994)	Harry Bertrand, Jr.	AG-10
BUSINESS/MARKETING EDUCATION			
Processing Payroll	Accounting I (1991)	Gay Holman	BE-1
Consumer Protection	Business and Personal Law (1993)	Pat Dittman	BE-3
Exploring Criminal Law	Business and Personal Law (1993)	Tyne Rabourn	BE-5
Business Etiquette	Business Communications (1993)	Donna Robart	BE-7
Consumer Economics/Choices	Business Economics (1995)	Sally Lillard	BE-8
International Business	Business Management (1993)	Mila Lowry	BE-11
Infusion for Employment—Computer Skills, Social Studies and Health/PE	Business Technology (1994)	Marie Toms	BE-13
Courtwarding Programs	Computer Business Applications (1994)	Terri Jungers	BE-15
International Business Resources	International Business (1994)	Arlene Broeker	BE-16
International Finance	International Business (1994)	Arlene Broeker	BE-18
International Marketing	International Business (1994)	Arlene Broeker	BE-20
Economic Systems	Introduction to Business (1992)	Carolyn Vargas	BE-22
Exploring a Career/Preparing Reports	Keyboarding and Keyboarding Applications (1991)	Amy Schupp	BE-24
Global Awareness	Mathematics in Business (1995)	Amy Schupp and Arlene Broeker	BE-26
FAMILY AND CONSUMER SCIENCES			
Creating Safe Environments for Children	Child Development, Care and Guidance (1995)	Sara Gibb	FACS-1
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Activity Title	Competency Profile(s)	Author(s)	Page
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Historic Musical Production	Custom Sewing (1994)	Mary Kay Robinson	FACS-13
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Identifying and Reducing Stress in Individuals and Family	Family Living and Parenthood (1995) and Contemporary Living (1995)	Vicki Garton	FACS-30
Making the Grade	Family Living and Parenthood (1995)	Phyllis Hastings	FACS-32
Color on Display	Fashion/Fabric Consultant (1987)	Diana Henry	FACS-35
Identifying Food Service Economics	Food Service Worker (1989)	Teresa Stark	FACS-38
Maintaining the Living Environment	Housing, Home Furnishings and Equipment (1995)	Pinky Gum	FACS-40
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Life Management Skills	Nutrition and Wellness (1995)	Clara Burson	FACS-44
HEALTH OCCUPATIONS			
The Health Care Delivery System	Health Care Assistant (Core) (1994)	Barbara Mountjoy	HO-1
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Refrigerant Principles and Practices	Air Conditioning, Heating and Refrigeration (1997)	Del Winston	IE-1
Refrigeration Principles and Practices	Air Conditioning, Heating and Refrigeration (1997)	Del Winston	IE-3
Frame-Body and Unibody Construction and Repair (Module 7)	Auto Collision Technology (1995)	Harold Harden	IE-5
Suspension and Steering System	Auto Mechanics (1994)	Robin Ferguson	IE-7
Orientation to Building Maintenance	Building Maintenance (1989)	Garry Sloan	IE-9
Preparing the Building Site	Carpentry (1997)	Stan Moore	IE-11
Communication	Commercial Art (1990)	Jim Scott and Tom Benke	IE-14
Salon Management	Cosmetology (1989)	Pat See and Linda Siess	IE-16

Activity Title	Competency Profile(s)	Author(s)	Page
Professionalism	Culinary Arts (1989)	Teresa Stark and Paul Santaularia	IE-18
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PLC Use in Industrial Electronics	Electronics (1996)	Ken Garthe	IE-27
Preparing Customer Layouts — Production Art	Graphic Communications/Printing (1997)	Ken Conaway and Jim Scott	IE-30
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MARKETING EDUCATION			
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*NOTE: The needs of special populations should be addressed where appropriate and will not require a separate section.

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	MA.3	1.2	MA/IV../9-12/2/*	CA/I../9-12/2/a	SC/IV.C/9-12/2/a	SS/II.D/9-12/2/a		
	SS.4	1.4	MA/IV../9-12/3/*	CA/I../9-12/2/c	SC/IV.C/9-12/3/a	SS/II.D/9-12/2/b		
	SS.7	3.1	MA/VIII../9-12/3/*		SC/VIII.A/9-12/3/b	SS/II.D/9-12/2/c		
		3.8	MA/VIII../9-12/4/*			SS/II.D/9-12/2/d		
						SS/II.D/9-12/2/e		
						SS/IV.D/9-12/1/k		
A.2	MA.3	1.2	MA/I../9-12/98/#	CA/I../9-12/98/#	SC/IA/9-12/98/#	SS/IA/9-12/98/#		
	SS.4	1.4						
	SS.7	3.1						
		3.8						
A.3	CA.1	1.7	MA/I../9-12/3/d	CA/I../9-12/1/b	SC/IA/9-12/1/a	SS/II.B/9-12/4/a	HP/IA/9-12/1/a	
	HP.2	1.8	MA/I../9-12/3/e	CA/I../9-12/1/d	SC/IA/9-12/4/a	SS/IV.D/9-12/1/c	HP/III.D/9-12/1/a	
	HP.5	1.10		CA/I../9-12/2/a	SC/IB/9-12/1/a	SS/IV.D/9-12/1/d		
	HP.7	2.3				SS/IV.D/9-12/2/e		
	SC.7	3.1				SS/IV.D/9-12/2/f		
	SS.2	3.4				SS/IV.D/9-12/2/g		
	SS.4	3.7						
	SS.5	4.7						
	SS.6							
	SS.7							
A.4	CA.1	1.7	MA/I../9-12/98/#	CA/I../9-12/98/#	SC/IA/9-12/98/#	SS/IA/9-12/98/#	HP/IA/9-12/98/#	
	HP.2	1.8						
	HP.5	1.10						
	HP.7	2.3						
	SC.7	3.1						
	SS.2	3.4						
	SS.4	3.7						
	SS.5	4.7						
	SS.6							
	SS.7							
A.5	CA.1	1.7	MA/I../9-12/98/#	CA/I../9-12/98/#	SC/IA/9-12/98/#	SS/IA/9-12/98/#	HP/IA/9-12/98/#	
	HP.2	1.8						
	HP.5	1.10						

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.7	2.3						
	SC.7	3.1						
	SS.2	3.4						
	SS.4	3.7						
	SS.5	4.7						
	SS.6							
	SS.7							
A.6	CA.1	1.7	MA / I.. / 9-12 / 98 / #	CA / I.. / 9-12 / 98 / #	SC / I.A / 9-12 / 98 / #	SS / I.A / 9-12 / 98 / #	HP / I.A / 9-12 / 98 / #	
	HP.2	1.8						
	HP.5	1.10						
	HP.7	2.3						
	SC.7	3.1						
	SS.2	3.4						
	SS.4	3.7						
	SS.5	4.7						
	SS.6							
	SS.7							
A.7	CA.1	1.7	MA / I.. / 9-12 / 98 / #	CA / I.. / 9-12 / 98 / #	SC / I.A / 9-12 / 98 / #	SS / I.A / 9-12 / 98 / #	HP / I.A / 9-12 / 98 / #	
	HP.2	1.8						
	HP.5	1.10						
	HP.7	2.3						
	SC.7	3.1						
	SS.2	3.4						
	SS.4	3.7						
	SS.5	4.7						
	SS.6							
	SS.7							
B.1	HP.1	1.2			SC / VII.B / 9-12 / 3 / a		HP / I.A / 9-12 / 2 / a	
	HP.2	1.3						
	HP.6	1.6						
		1.8						
B.2	FA.1	1.2					HP / II.B / 9-12 / 5 / a	FA / IV.D / 9-12 / 2 / a
	FA.2	1.3					HP / III.D / 9-12 / 1 / a	FA / IV.D / 9-12 / 2 / b
	HP.2	1.4					HP / III.D / 9-12 / 1 / b	

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.3	1.8						
	HP.6	1.10						
	MA.1	4.7						
	MA.2							
	SC.1							
	SS.6							
B.3	CA.1	1.2	MA/L/9-12/3/d			SS/III.A/9-12/2/a	HP/LA/9-12/1/a	
	HP.5	1.4	MA/L/9-12/3/e			SS/III.A/9-12/2/i	HP/LB/9-12/6/a	
	HP.6	1.6				SS/III.B/9-12/5/n	HP/III.D/9-12/1/a	
	SS.6	3.1						
		3.4						
		3.7						
		4.7						
B.4	CA.1	1.2	MA/L/9-12/98/#			SS/LA/9-12/98/#		
	HP.5	1.4						
	HP.6	1.6						
	SS.6	3.1						
		3.4						
		3.7						
		4.7						
C.1	CA.1	1.2	MA/L/9-12/1/a			SS/II.C/9-12/7/n	HP/II.A/9-12/6/a	
	HP.1	1.4	MA/L/9-12/3/e			SS/III.A/9-12/2/e	HP/III.D/9-12/1/a	
	HP.6	1.5				SS/III.A/9-12/2/i	HP/III.D/9-12/1/b	
	SC.3	1.6				SS/III.B/9-12/5/n		
	SS.6	1.9				SS/IV.A/9-12/6/j		
		2.2				SS/IV.A/9-12/6/k		
		4.7				SS/IV.A/9-12/6/l		
C.2	CA.1	1.2	MA/L/9-12/98/#			SS/LA/9-12/98/#	HP/LA/9-12/98/#	
	HP.1	1.4						
	HP.6	1.5						
	SC.3	1.6						
	SS.6	1.9						
		4.7						
C.3	CA.1	1.2	MA/L/9-12/98/#			SS/LA/9-12/98/#	HP/LA/9-12/98/#	

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.1	1.4						
	HP.6	1.5						
	SC.3	1.6						
	SS.6	1.9						
		4.7						
C.4	CA.1	1.2	MA / 1.. / 9-12 / 98 / #			SS / 1.A / 9-12 / 98 / #	HP / 1.A / 9-12 / 98 / #	
	HP.1	1.4						
	HP.6	1.5						
	SC.3	1.6						
	SS.6	1.9						
		4.7						
C.5	CA.1	1.2	MA / 1.. / 9-12 / 98 / #			SS / 1.A / 9-12 / 98 / #	HP / 1.A / 9-12 / 98 / #	
	HP.1	1.4						
	HP.6	1.5						
	SC.3	1.6						
	SS.6	1.9						
		4.7						
C.6	CA.1	1.2	MA / 1.. / 9-12 / 98 / #			SS / 1.A / 9-12 / 98 / #	HP / 1.A / 9-12 / 98 / #	
	HP.1	1.4						
	HP.6	1.5						
	SC.3	1.6						
	SS.6	1.9						
		4.7						
C.7	CA.1	1.2	MA / 1.. / 9-12 / 98 / #			SS / 1.A / 9-12 / 98 / #	HP / 1.A / 9-12 / 98 / #	
	HP.1	1.4						
	HP.6	1.5						
	SC.3	1.6						
	SS.6	1.9						
		4.7						
C.8	CA.1	1.2	MA / 1.. / 9-12 / 98 / #			SS / 1.A / 9-12 / 98 / #	HP / 1.A / 9-12 / 98 / #	
	HP.1	1.4						
	HP.6	1.5						
	SC.3	1.6						
	SS.6	1.9						

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
4.7								
D.1	HP.1	1.2			SC/VILA/9-12/4/a	SS/IVA/9-12/6/j	HP/IA/9-12/2/a	
	SC.3	1.4			SC/VILB/9-12/3/a	SS/IVA/9-12/6/k	HP/II.D/9-12/1/b	
	SS.6	1.5				SS/IVA/9-12/6/l		
		1.6						
		1.8						
D.2	HP.1	1.2			SC/IA/9-12/98/#	SS/IA/9-12/98/#	HP/IA/9-12/98/#	
	SC.3	1.4						
	SS.6	1.5						
		1.6						
		1.8						
D.3	HP.1	1.2			SC/IA/9-12/98/#	SS/IA/9-12/98/#	HP/IA/9-12/98/#	
	SC.3	1.4						
	SS.6	1.5						
		1.6						
		1.8						
D.4	HP.1	1.2			SC/IA/9-12/98/#	SS/IA/9-12/98/#	HP/IA/9-12/98/#	
	SC.3	1.4						
	SS.6	1.5						
		1.6						
		1.8						
D.5	HP.1	1.2			SC/IA/9-12/98/#	SS/IA/9-12/98/#	HP/IA/9-12/98/#	
	SC.3	1.4						
	SS.6	1.5						
		1.6						
		1.8						
D.6	HP.1	1.2			SC/IA/9-12/98/#	SS/IA/9-12/98/#	HP/IA/9-12/98/#	
	SC.3	1.4						
	SS.6	1.5						
		1.6						
		1.8						
E.1	CA.1	1.1	MA/IL/9-12/1/*	CA/L/9-12/1/a		SS/ILC/9-12/7/m		FA/III.C/9-12/1/a
	CA.5	1.2	MA/L/9-12/4/b	CA/L/9-12/1/d		SS/ILC/9-12/7/n		FA/III.C/9-12/2/a
	CA.7	1.3	MA/IL/9-12/1/c			SS/ILE/9-12/6/j		FA/IVA/9-12/1/a

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	FA.5	1.8						
	SS.6	1.10						
		2.1						
		2.4						
		2.5						
		2.7						
		3.1						
		3.3						
		3.5						
E.2	CA.5	1.1	MA/I.. /9-12/98/#	CA/I.. /9-12/5/a				FA/IV.A/9-12/1/a
	HP.5	1.2		CA/I.. /9-12/5/d				
	MA.3	1.3		CA/IV.. /9-12/1/1				
	SC.8	1.8						
	SS.7	1.10						
		2.1						
		2.4						
		2.5						
		2.7						
		3.1						
		3.3						
		3.5						
E.3	CA.1	1.1	MA/I.. /9-12/1/1*	CA/I.. /9-12/1/a		SS/II.C/9-12/7/m		FA/III.C/9-12/1/a
	CA.5	1.2	MA/I.. /9-12/4/b	CA/I.. /9-12/1/d		SS/II.C/9-12/7/n		FA/III.C/9-12/2/a
	CA.7	1.3	MA/II.. /9-12/1/c			SS/III.E/9-12/6/j		FA/IV.A/9-12/1/a
	FA.5	1.8						
	SS.6	1.10						
		2.1						
		2.4						
		2.5						
		2.7						
		3.1						
		3.3						
		3.5						
E.4	CA.5	1.1	MA/I.. /9-12/1/1*	CA/I.. /9-12/5/a				FA/IV.A/9-12/1/a
	HP.5	1.2	MA/I.. /9-12/4/b	CA/I.. /9-12/5/d				

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.3	1.3	MA / II.. / 9-12 / 1 / c	CA / IV.. / 9-12 / 1 / 1				
	SC.8	1.8						
	SS.7	1.10						
		2.1						
		2.4						
		2.5						
		2.7						
		3.1						
		3.3						
		3.5						
E.5	CA.4	1.2	MA / II.. / 9-12 / 4 / h			SS / III.E / 9-12 / 4 / d		
	HP.1	1.3				SS / III.E / 9-12 / 4 / k		
	MA.1	1.4						
	MA.3	1.5						
	MA.6	1.6						
	SC.8	1.7						
	SS.5	1.8						
	SS.7	1.10						
		2.1						
		3.1						
		3.4						
		3.5						
		3.6						
		4.1						
		4.6						
		4.7						
E.6	CA.4	1.2						
	FA.4	1.3						
	HP.1	1.4						
	MA.2	1.5						
	SC.3	1.6						
	SC.4	1.7						
	SC.5	1.8						
	SC.7	1.10						
	SC.8	2.1						

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS.7	3.1 3.4 3.5 3.6 4.1 4.6 4.7						
E.7	CA.4 FA.4 HP.1 MA.2 SC.3 SC.4 SC.5 SC.7 SC.8 SS.7	1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.10 2.1 3.1 3.4 3.5 3.6 4.1 4.6 4.7						
F.1	CA.1 CA.4 CA.6 FA.1 FA.3 FA.5 SC.7 SS.3	2.1 2.2 3.1 3.2 3.3 3.4 3.6 3.7 3.8 4.1 4.5 4.6	MA/II.. /9-12/1/a MA/II.. /9-12/1/b MA/II.. /9-12/4/c MA/II.. /9-12/4/h	CA/I.. /9-12/3/* CA/II.. /9-12/3/* CA/II.. /9-12/3/a CA/II.. /9-12/5/* CA/II.. /9-12/6/a CA/II.. /9-12/6/b CA/IV.. /9-12/1/*	SC/IA/9-12/2/a	SS/IA/9-12/5/* SS/II.B/9-12/3/* SS/II.B/9-12/4/* SS/II.B/9-12/5/*	HP/IB/9-12/1/*	

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
F.2	CA.1	2.1	MA/L./9-12/98/#	CA/L./9-12/98/#	SC/LA/9-12/2/a	SS/LA/9-12/98/#	HP/LB/9-12/1/	
	CA.4	2.2						
	CA.6	3.1						
	FA.1	3.2						
	FA.3	3.3						
	FA.5	3.4						
	SC.7	3.6						
	SS.3	3.7						
		3.8						
		4.1						
		4.5						
		4.6						
F.3	CA.1	2.1	MA/L./9-12/98/#	CA/L./9-12/98/#	SC/LA/9-12/2/a	SS/LA/9-12/98/#	HP/LB/9-12/1/	
	CA.4	2.2						
	CA.6	3.1						
	FA.1	3.2						
	FA.3	3.3						
	FA.5	3.4						
	SC.7	3.6						
	SS.3	3.7						
		3.8						
		4.1						
		4.5						
		4.6						
F.4	CA.1	2.1	MA/L./9-12/98/#	CA/L./9-12/98/#	SC/LA/9-12/2/a	SS/LA/9-12/98/#	HP/LB/9-12/1/	
	CA.4	2.2						
	CA.6	3.1						
	FA.1	3.2						
	FA.3	3.3						
	FA.5	3.4						
	SC.7	3.6						
	SS.3	3.7						
		3.8						
		4.1						
		4.5						

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
4.6								
F.5	CA.1	2.1	MA/L/9-12/98/#	CA/L/9-12/98/#	SC/LA/9-12/2/a	SS/LA/9-12/98/#	HP/LB/9-12/1/	
	CA.4	2.2						
	CA.6	3.1						
	FA.1	3.2						
	FA.3	3.3						
	FA.5	3.4						
	SC.7	3.6						
	SS.3	3.7						
		3.8						
		4.1						
		4.5						
		4.6						
F.6	CA.1	2.1	MA/L/9-12/98/#	CA/L/9-12/98/#	SC/LA/9-12/2/a	SS/LA/9-12/98/#	HP/LB/9-12/1/	
	CA.4	2.2						
	CA.6	3.1						
	FA.1	3.2						
	FA.3	3.3						
	FA.5	3.4						
	SC.7	3.6						
	SS.3	3.7						
		3.8						
		4.1						
		4.5						
		4.6						
G.1	CA.3	1.2		CA/L/9-12/3/a	SC/IB/9-12/1/a	SS/III.C/9-12/4/a		
	CA.6	1.3		CA/L/9-12/3/b		SS/III.C/9-12/4/b		
	FA.1	1.6				SS/III.C/9-12/4/c		
	FA.3	1.8				SS/III.C/9-12/4/d		
	FA.4	3.2						
	FA.5	3.3						
	SC.7	3.6						
	SS.6	3.7						
	SS.7							

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
G.2	CA.3	1.2		CA/I./9-12/98/#	SC/II.B/9-12/1/a	SS/III.C/9-12/4/a		
	CA.6	1.3				SS/III.C/9-12/4/b		
	FA.1	1.6				SS/III.C/9-12/4/c		
	FA.3	1.8				SS/III.C/9-12/4/d		
	FA.4	3.2						
	FA.5	3.3						
	SC.7	3.6						
	SS.6	3.7						
G.3	CA.3	1.2		CA/I./9-12/98/#	SC/II.B/9-12/1/a	SS/III.C/9-12/4/a		
	CA.6	1.3				SS/III.C/9-12/4/b		
	FA.1	1.6				SS/III.C/9-12/4/c		
	FA.3	1.8				SS/III.C/9-12/4/d		
	FA.4	3.2						
	FA.5	3.3						
	SC.7	3.6						
	SS.6	3.7						
G.4	CA.3	1.2		CA/I./9-12/98/#	SC/II.B/9-12/1/a	SS/III.C/9-12/4/a		
	CA.6	1.3				SS/III.C/9-12/4/b		
	FA.1	1.6				SS/III.C/9-12/4/c		
	FA.3	1.8				SS/III.C/9-12/4/d		
	FA.4	3.2						
	FA.5	3.3						
	SC.7	3.6						
	SS.6	3.7						
G.5	CA.3	1.2		CA/I./9-12/98/#	SC/II.B/9-12/1/a	SS/III.C/9-12/4/a		
	CA.6	1.3				SS/III.C/9-12/4/b		
	FA.1	1.6				SS/III.C/9-12/4/c		
	FA.3	1.8				SS/III.C/9-12/4/d		
	FA.4	3.2						
	FA.5	3.3						
	SC.7	3.6						
	SS.6	3.7						

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
SS.7								
H.1	CA.5	1.2		CA/L/9-12/6/a	SC/1A/9-12/1/a	SS/IV.A/9-12/6/j	HP/1A/9-12/2/a	FA/III.C/9-12/1/a
	CA.7	1.4			SC/1B/9-12/1/a	SS/IV.A/9-12/6/k		FA/III.C/9-12/2/a
	FA.3	3.1			SC/II.A/9-12/2/a			FA/IV.A/9-12/1/a
	FA.4	3.3						
	HP.6	3.5						
	SC.3	3.6						
	SC.8	3.7						
	SS.6	4.1						
SS.7								
H.2	CA.5	1.2		CA/L/9-12/6/a	SC/1A/9-12/98/#	SS/1A/9-12/98/#	HP/1A/9-12/2/a	FA/1A/9-12/98/#
	CA.7	1.4						
	FA.3	3.1						
	FA.4	3.3						
	HP.6	3.5						
	SC.3	3.6						
	SC.8	3.7						
	SS.6	4.1						
SS.7								
H.3	CA.5	1.2		CA/L/9-12/6/a	SC/1A/9-12/98/#	SS/1A/9-12/98/#	HP/1A/9-12/2/a	FA/1A/9-12/98/#
	CA.7	1.4						
	FA.3	3.1						
	FA.4	3.3						
	HP.6	3.5						
	SC.3	3.6						
	SC.8	3.7						
	SS.6	4.1						
SS.7								
H.4	CA.5	1.2		CA/L/9-12/6/a	SC/1A/9-12/98/#	SS/1A/9-12/98/#	HP/1A/9-12/2/a	FA/1A/9-12/98/#
	CA.7	1.4						
	FA.3	3.1						
	FA.4	3.3						
	HP.6	3.5						
	SC.3	3.6						

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.8	3.7						
	SS.6	4.1						
	SS.7							
H.5	CA.5	1.2		CA/L./9-12/6/a	SC/L.A/9-12/98/#	SS/L.A/9-12/98/#	HP/L.A/9-12/2/a	FA/L.A/9-12/98/#
	CA.7	1.4						
	FA.3	3.1						
	FA.4	3.3						
	HP.6	3.5						
	SC.3	3.6						
	SC.8	3.7						
	SS.6	4.1						
	SS.7							
H.6	CA.5	1.2		CA/L./9-12/6/a	SC/L.A/9-12/98/#	SS/L.A/9-12/98/#	HP/L.A/9-12/2/a	FA/L.A/9-12/98/#
	CA.7	1.4						
	FA.3	3.1						
	FA.4	3.3						
	HP.6	3.5						
	SC.3	3.6						
	SC.8	3.7						
	SS.6	4.1						
	SS.7							
H.7	CA.5	1.2		CA/L./9-12/6/a	SC/L.A/9-12/98/#	SS/L.A/9-12/98/#	HP/L.A/9-12/2/a	FA/L.A/9-12/98/#
	CA.7	1.4						
	FA.3	3.1						
	FA.4	3.3						
	HP.6	3.5						
	SC.3	3.6						
	SC.8	3.7						
	SS.6	4.1						
	SS.7							
I.1	CA.3	1.2	MA/L./9-12/1/d	CA/L./9-12/3/				
	CA.7	1.3						
	FA.1	1.6						
	HP.2	4.2						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.6	4.3						
	SC.3	4.7						
	SC.8							
	SS.5							
	SS.6							
1.2	CA.3	1.2	MA / I.. / 9-12 / 1 / d	CA / I.. / 9-12 / 3 / *				
	CA.7	1.3						
	FA.1	1.6						
	HP.2	4.2						
	HP.6	4.3						
	SC.3	4.7						
	SC.8							
	SS.5							
	SS.6							
1.3	CA.3	1.2	MA / I.. / 9-12 / 1 / d	CA / I.. / 9-12 / 3 / *				
	CA.7	1.3						
	FA.1	1.6						
	HP.2	4.2						
	HP.6	4.3						
	SC.3	4.7						
	SC.8							
	SS.5							
	SS.6							
1.4	CA.3	1.2	MA / I.. / 9-12 / 1 / d	CA / I.. / 9-12 / 3 / *				
	CA.7	1.3						
	FA.1	1.6						
	HP.2	4.2						
	HP.6	4.3						
	SC.3	4.7						
	SC.8							
	SS.5							
	SS.6							
1.5	CA.3	1.2	MA / I.. / 9-12 / 1 / d	CA / I.. / 9-12 / 3 / *				
	CA.7	1.3						

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	FA.1	1.6						
	HP.2	4.2						
	HP.6	4.3						
	SC.3	4.7						
	SC.8							
	SS.5							
	SS.6							
1.6	CA.1	3.1	MA/L/9-12/1/d	CA/L/9-12/2/c	SC/1A/9-12/2/a	SS/1A/9-12/5/1		
	CA.7					SS/1B/9-12/3/1		
	SC.8					SS/1B/9-12/4/1		
						SS/1B/9-12/5/1		
1.7	CA.1	3.1	MA/L/9-12/1/d	CA/L/9-12/2/c	SC/1A/9-12/2/a	SS/1A/9-12/98/8		
	CA.7							
	SC.8							
J.1	CA.1	1.2		CA/L/9-12/5/d	SC/1B/9-12/1/a	SS/1C/9-12/4/b		
	CA.7	1.4		CA/L/9-12/6/a	SC/1A/9-12/4/a	SS/1C/9-12/4/c		
	HP.2	1.6		CA/L/9-12/6/c		SS/1C/9-12/4/d		
	SC.3	2.2		CA/IV/9-12/3/a		SS/IV.A/9-12/6/j		
	SS.6	2.3		CA/IV/9-12/3/b		SS/IV.A/9-12/6/k		
				CA/IV/9-12/3/c		SS/IV.A/9-12/6/l		
				CA/IV/9-12/3/e				
J.2	CA.1	1.2		CA/L/9-12/98/8	SC/1A/9-12/98/8	SS/1A/9-12/98/8		
	CA.7	1.4						
	HP.2	1.6						
	SC.3	2.2						
	SS.6	2.3						
J.3	CA.1	1.2		CA/L/9-12/98/8	SC/1A/9-12/98/8	SS/1A/9-12/98/8		
	CA.7	1.4						
	HP.2	1.6						
	SC.3	2.2						
	SS.6	2.3						
J.4	CA.1	1.2		CA/L/9-12/98/8	SC/1A/9-12/98/8	SS/1A/9-12/98/8		
	CA.7	1.4						
	HP.2	1.6						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.3	2.2						
	SS.6	2.3						
J.5	CA.1	1.2		CA/I./9-12/98/#	SC/1A/9-12/98/#	SS/1A/9-12/9/#		
	CA.7	1.4						
	HP.2	1.6						
	SC.3	2.2						
	SS.6	2.3						
J.6	CA.1	1.2		CA/I./9-12/98/#	SC/1A/9-12/98/#	SS/1A/9-12/98/#		
	CA.7	1.4						
	HP.2	1.6						
	SC.3	2.2						
	SS.6	2.3						
J.7	CA.1	1.2		CA/I./9-12/98/#	SC/1A/9-12/98/#	SS/1A/9-12/98/#		
	CA.7	1.4						
	HP.2	1.6						
	SC.3	2.2						
	SS.6	2.3						
K.1	CA.1	1.2		CA/I./9-12/1/b	SC/1A/9-12/3/a	SS/1A/9-12/4/e	HP/1A/9-12/1/a	
	CA.3	1.5		CA/I./9-12/2/a	SC/1B/9-12/3/a	SS/1A/9-12/4/f	HP/1B/9-12/1/a	
	CA.5	1.8		CA/I./9-12/2/c	SC/11B/9-12/2/a	SS/1A/9-12/4/g	HP/1B/9-12/2/a	
	HP.2	1.9		CA/I./9-12/2/e		SS/1A/9-12/4/n	HP/1B/9-12/3/a	
	SC.7	2.3		CA/I./9-12/6/a		SS/1A/9-12/5/i		
	SS.6	4.1		CA/I./9-12/6/c		SS/1A/9-12/7/i		
		4.6		CA/I./9-12/6/d		SS/1A/9-12/7/o		
				CA/II./9-12/3/a		SS/1A/9-12/7/q		
				CA/II./9-12/3/b		SS/11B/9-12/2/b		
				CA/II./9-12/5/a		SS/11B/9-12/2/c		
				CA/II./9-12/5/b		SS/11B/9-12/2/d		
				CA/II./9-12/5/c		SS/11B/9-12/2/e		
				CA/III./9-12/2/d		SS/11C/9-12/7/m		
				CA/III./9-12/4/e				
K.2	CA.1	1.2		CA/I./9-12/98/#	SC/1A/9-12/98/#	SS/1A/9-12/98/#	HP/1A/9-12/98/#	
	CA.3	1.5						
	CA.5	1.8						

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP 2	1.9						
	SC.7	2.3						
	SS.6	4.1						
		4.6						
K.3	CA.1	1.2		CA/L/9-12/98/#	SC/LA/9-12/98/#	SS/LA/9-12/98/#	HP/LA/9-12/98/#	
	CA.3	1.5						
	CA.5	1.8						
	HP.2	1.9						
	SC.7	2.3						
	SS.6	4.1						
		4.6						
K.4	CA.1	1.2		CA/L/9-12/98/#	SC/LA/9-12/98/#	SS/LA/9-12/98/#	HP/LA/9-12/98/#	
	CA.3	1.5						
	CA.5	1.8						
	HP.2	1.9						
	SC.7	2.3						
	SS.6	4.1						
		4.6						
K.5	CA.1	1.2		CA/L/9-12/98/#	SC/LA/9-12/98/#	SS/LA/9-12/98/#	HP/LA/9-12/98/#	
	CA.3	1.5						
	CA.5	1.8						
	HP.2	1.9						
	SC.7	2.3						
	SS.6	4.1						
		4.6						
K.6	CA.1	1.2		CA/L/9-12/98/#	SC/LA/9-12/98/#	SS/LA/9-12/98/#	HP/LA/9-12/98/#	
	CA.3	1.5						
	CA.5	1.8						
	HP.2	1.9						
	SC.7	2.3						
	SS.6	4.1						
		4.6						
K.7	CA.1	1.2		CA/L/9-12/98/#	SC/LA/9-12/98/#	SS/LA/9-12/98/#	HP/LA/9-12/98/#	
	CA.3	1.5						

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.5	1.8						
	HP.2	1.9						
	SC.7	2.3						
	SS.6	4.1						
		4.6						
K.8	CA.1	1.2		CA/I./9-12/1/b	SC/IA/9-12/3/a	SS/IIA/9-12/4/e	HP/IA/9-12/1/a	
	CA.3	1.5		CA/I./9-12/2/a	SC/IB/9-12/3/a	SS/IIA/9-12/4/f	HP/IB/9-12/1/a	
	CA.5	1.8		CA/I./9-12/2/c		SS/IIA/9-12/4/g	HP/IB/9-12/2/a	
	HP.2	1.9		CA/I./9-12/2/e		SS/IIA/9-12/4/n	HP/IB/9-12/3/a	
	SC.7	2.3		CA/I./9-12/6/a		SS/IIA/9-12/5/j		
	SS.6	4.1		CA/I./9-12/6/c		SS/IIA/9-12/7/i		
		4.6		CA/I./9-12/6/d		SS/IIA/9-12/7/o		
				CA/II./9-12/3/a		SS/IIA/9-12/7/q		
				CA/II./9-12/3/b		SS/II.B/9-12/2/b		
				CA/II./9-12/5/a		SS/II.B/9-12/2/c		
				CA/II./9-12/5/b		SS/II.B/9-12/2/d		
				CA/II./9-12/5/c		SS/II.B/9-12/2/e		
				CA/III./9-12/2/d		SS/II.C/9-12/7/m		
				CA/III./9-12/3/c				
L.1	CA.1	1.1		CA/I./9-12/1/b	SC/VIIA/9-12/4/a	SS/II.B/9-12/2/	HP/II.D/9-12/1/a	
	CA.3	1.2		CA/I./9-12/2/a	SC/VII.C/9-12/2/a	SS/II.C/9-12/3/b	HP/II.D/9-12/1/b	
	CA.5	1.4		CA/I./9-12/2/b		SS/IV.B/9-12/4/e		
	CA.6	1.5		CA/I./9-12/2/c		SS/IV.B/9-12/4/i		
	SS.6	1.7		CA/I./9-12/2/e				
		1.10-		CA/I./9-12/6/a				
		4.8		CA/I./9-12/6/c				
L.2	CA.1	1.1		CA/I./9-12/98/9	SC/IA/9-12/98/9	SS/IA/9-12/98/9	HP/IA/9-12/98/9	
	CA.3	1.2						
	CA.5	1.4						
	CA.6	1.5						
	SS.6	1.7						
		1.10						
		4.8						
L.3	CA.1	1.1		CA/I./9-12/98/9	SC/IA/9-12/98/9	SS/IA/9-12/98/9	HP/IA/9-12/98/9	

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA3	1.2						
	CA5	1.4						
	CA6	1.5						
	SS6	1.7						
		1.10						
		4.8						
L4	CA1	1.2		CA/L/9-12/6/a				
	SC3	1.3		CA/L/9-12/6/c				
		1.10						
L5	CA1	1.2		CA/L/9-12/98/e				
	SC3	1.3						
		1.10						
L6	CA4	1.8	MA/L/9-12/1/a	CA/L/9-12/2/a		SS/ILD/9-12/1/a		
	HP2	3.1	MA/L/9-12/1/b	CA/L/9-12/3/b		SS/ILD/9-12/1/b		
	MA1	3.2	MA/L/9-12/1/c	CA/III/9-12/1/		SS/ILD/9-12/1/c		
	MA3	3.3	MA/L/9-12/2/a			SS/ILD/9-12/1/d		
	SS3	3.4	MA/L/9-12/2/b			SS/ILD/9-12/1/e		
	SS4	3.5	MA/L/9-12/2/c			SS/ILD/9-12/1/f		
		3.6	MA/L/9-12/3/a			SS/ILD/9-12/1/g		
		3.7	MA/L/9-12/3/b			SS/ILD/9-12/2/a		
		3.8	MA/L/9-12/3/c			SS/ILD/9-12/2/b		
		4.2	MA/L/9-12/4/a			SS/ILD/9-12/2/c		
		4.3	MA/L/9-12/4/b			SS/ILD/9-12/2/d		
			MA/L/9-12/4/c			SS/ILD/9-12/2/e		
						SS/ILD/9-12/2/f		
						SS/ILD/9-12/2/g		
						SS/ILD/9-12/3/a		
						SS/ILD/9-12/3/b		
						SS/ILD/9-12/3/c		
						SS/ILD/9-12/3/d		
						SS/ILD/9-12/3/e		
						SS/ILD/9-12/3/f		
						SS/ILD/9-12/3/g		
						SS/ILD/9-12/5/a		
						SS/ILD/9-12/5/b		

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/II.D/9-12/5/c		
						SS/II.D/9-12/5/d		
						SS/II.D/9-12/5/e		
						SS/II.D/9-12/5/f		
						SS/II.D/9-12/5/g		
L7	CA.4	1.8	MA/I./9-12/98/#	CA/I./9-12/98/#		SS/IA/9-12/98/#		
	HP.2	3.1						
	MA.1	3.2						
	MA.3	3.3						
	SS.3	3.4						
	SS.4	3.5						
		3.6						
		3.7						
		3.8						
		4.2						
		4.3						
L8	CA.4	1.8	MA/I./9-12/98/#	CA/I./9-12/98/#		SS/IA/9-12/98/#		
	HP.2	3.1						
	MA.1	3.2						
	MA.3	3.3						
	SS.3	3.4						
	SS.4	3.5						
		3.6						
		3.7						
		3.8						
		4.2						
		4.3						
L9	CA.4	1.8	MA/I./9-12/98/#	CA/I./9-12/98/#		SS/IA/9-12/98/#		
	HP.2	3.1						
	MA.1	3.2						
	MA.3	3.3						
	SS.3	3.4						
	SS.4	3.5						
		3.6						
		3.7						

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.8						
		4.2						
		4.3						
L 10	CA 4	1.8	MA / L / 9-12 / 1 / a	CA / L / 9-12 / 2 / a		SS / II.D / 9-12 / 1 / a		
	HP 2	3.1	MA / L / 9-12 / 1 / b	CA / L / 9-12 / 3 / b		SS / II.D / 9-12 / 1 / b		
	MA 1	3.2	MA / L / 9-12 / 1 / c	CA / III. / 9-12 / 1 / *		SS / II.D / 9-12 / 1 / c		
	MA 3	3.3	MA / L / 9-12 / 2 / a			SS / II.D / 9-12 / 1 / d		
	SS 3	3.4	MA / L / 9-12 / 2 / b			SS / II.D / 9-12 / 1 / e		
	SS 4	3.5	MA / L / 9-12 / 2 / c			SS / II.D / 9-12 / 1 / f		
		3.6	MA / L / 9-12 / 3 / a			SS / II.D / 9-12 / 1 / g		
		3.7	MA / L / 9-12 / 3 / b			SS / II.D / 9-12 / 2 / a		
		3.8	MA / L / 9-12 / 3 / c			SS / II.D / 9-12 / 2 / b		
		4.2	MA / L / 9-12 / 4 / a			SS / II.D / 9-12 / 2 / c		
		4.3	MA / L / 9-12 / 4 / b			SS / II.D / 9-12 / 2 / d		
			MA / L / 9-12 / 4 / c			SS / II.D / 9-12 / 2 / e		
						SS / II.D / 9-12 / 2 / f		
						SS / II.D / 9-12 / 2 / g		
						SS / II.D / 9-12 / 3 / a		
						SS / II.D / 9-12 / 3 / b		
						SS / II.D / 9-12 / 3 / c		
						SS / II.D / 9-12 / 3 / d		
						SS / II.D / 9-12 / 3 / e		
						SS / II.D / 9-12 / 3 / f		
						SS / II.D / 9-12 / 3 / g		
						SS / II.D / 9-12 / 5 / a		
						SS / II.D / 9-12 / 5 / b		
						SS / II.D / 9-12 / 5 / c		
						SS / II.D / 9-12 / 5 / d		
						SS / II.D / 9-12 / 5 / e		
						SS / II.D / 9-12 / 5 / f		
						SS / II.D / 9-12 / 5 / g		
M 1	CA 1	1.2		CA / L / 9-12 / 1 / b		SS / I.B / 9-12 / 4 / i	HP / I.A / 9-12 / 1 / a	
	HP 2	1.6		CA / L / 9-12 / 1 / d		SS / I.B / 9-12 / 4 / j	HP / I.B / 9-12 / 6 / a	
	HP 5	1.9				SS / II.A / 9-12 / 6 / j	HP / II.C / 9-12 / 1 / a	
		1.10				SS / II.A / 9-12 / 6 / k	HP / II.C / 9-12 / 1 / b	

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.3				SS/IIA/9-12/6/i	HP/II.D/9-12/1/a	
		4.7				SS/IIA/9-12/6/n	HP/II.D/9-12/1/b	
						SS/IIA/9-12/6/p	HP/III.D/9-12/1/a	
M.2	CA.1	1.1		CA/L/9-12/1/b		SS/III.A/9-12/2/b	HP/III.D/9-12/1/a	
	CA.3	1.2		CA/L/9-12/6/a		SS/III.A/9-12/2/i	HP/III.D/9-12/1/b	
	HP.6	1.3		CA/L/9-12/6/c		SS/III.B/9-12/5/n		
	SC.3	1.4						
	SS.6	1.10						
		4.8						
M.3	CA.1	1.1		CA/L/9-12/98/#		SS/IA/9-12/98/#	HP/IA/9-12/98/#	
	CA.3	1.2						
	HP.6	1.3						
	SC.3	1.4						
	SS.6	1.10						
		4.8						
M.4	CA.1	1.1		CA/L/9-12/98/#		SS/IA/9-12/98/#	HP/IA/9-12/98/#	
	CA.3	1.3						
	HP.6	1.4						
	SC.3	1.10						
	SS.6	4.8						
M.5	CA.1	1.1		CA/L/9-12/98/#		SS/IA/9-12/98/#	HP/IA/9-12/98/#	
	CA.3	1.2						
	HP.6	1.3						
	SC.3	1.4						
	SS.6	1.10						
		4.8						
M.6	CA.1	1.1		CA/L/9-12/98/#		SS/IA/9-12/98/#	HP/IA/9-12/98/#	
	CA.3	1.2						
	HP.6	1.3						
	SC.3	1.4						
	SS.6	1.10						
		4.8						
M.7	CA.1	1.1		CA/L/9-12/98/#		SS/IA/9-12/98/#	HP/IA/9-12/98/#	
	CA.3	1.2						

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP 6	1.3						
	SC.3	1.4						
	SS 6	1.10						
		4.8						
M 8	CA.1	1.1		CA / I. / 9-12 / 98 / #		SS / I.A / 9-12 / 98 / #	HP / I.A / 9-12 / 98 / #	
	CA.3	1.2						
	HP 6	1.3						
	SC.3	1.4						
	SS 6	1.10						
		4.8						
M 9	CA.1	1.1		CA / I. / 9-12 / 98 / #		SS / I.A / 9-12 / 98 / #	HP / I.A / 9-12 / 98 / #	
	CA.3	1.2						
	HP 6	1.3						
	SC.3	1.4						
	SS 6	1.10						
		4.8						
M.10	CA.1	1.1		CA / I. / 9-12 / 98 / #		SS / I.A / 9-12 / 98 / #	HP / I.A / 9-12 / 98 / #	
	CA.3	1.2						
	HP 6	1.3						
	SC.3	1.4						
	SS 6	1.10						
		4.8						
N 1	CA.1	1.2		CA / L. / 9-12 / 1 / b	SC / VII.A / 9-12 / 4 / a	SS / III.A / 9-12 / 2 / e	HP / I.A / 9-12 / 1 / a	
	HP 2	1.4		CA / L. / 9-12 / 1 / d		SS / III.A / 9-12 / 2 / i	HP / II.C / 9-12 / 2 / a	
	HP 5	1.5		CA / L. / 9-12 / 2 / i		SS / III.B / 9-12 / 5 / n	HP / II.C / 9-12 / 3 / a	
	HP 6	1.6				SS / IV.A / 9-12 / 6 / j	HP / III.D / 9-12 / 1 / a	
	SC.3	2.3				SS / IV.A / 9-12 / 6 / k	HP / III.D / 9-12 / 1 / b	
	SS 6	3.1				SS / IV.A / 9-12 / 6 / l		
		4.6						
N.2	CA.1	1.2	MA / V.. / 9-12 / 1 / i	CA / L. / 9-12 / 1 / i	SC / III.A / 9-12 / 1 / a		HP / II.A / 9-12 / 6 / a	
	HP 2	1.3	MA / V.. / 9-12 / 2 / i	CA / L. / 9-12 / 2 / i	SC / III.A / 9-12 / 2 / a		HP / II.A / 9-12 / 6 / a	
	HP 3	1.5	MA / V.. / 9-12 / 3 / i		SC / III.A / 9-12 / 3 / a		HP / II.B / 9-12 / 2 / i	
	HP 6	1.6	MA / V.. / 9-12 / 4 / i		SC / III.A / 9-12 / 4 / a		HP / II.B / 9-12 / 3 / a	
	MA 1	1.7	MA / VI. / 9-12 / 1 / i		SC / III.B / 9-12 / 1 / a		HP / II.B / 9-12 / 6 / a	

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA 2	1.8			SC/III B/9-12/2/a		HP/II D/9-12/1/b	
	SC 1	1.10			SC/III B/9-12/3/a			
		4.7			SC/III C/9-12/1/a			
					SC/III C/9-12/2/a			
					SC/III C/9-12/3/a			
					SC/III C/9-12/4/a			
					SC/VII A/9-12/2/a			
					SC/VII B/9-12/1/a			
N 3	CA 1	1.1	MA/L/9-12/3/c	CA/L/9-12/2/a		SS/II D/9-12/6/g	HP/LA/9-12/1/a	
	CA 3	1.2	MA/L/9-12/3/d	CA/L/9-12/2/c		SS/III A/9-12/2/e	HP/LA/9-12/1/a	
	HP 2	1.4	MA/L/9-12/3/e			SS/III A/9-12/2/i	HP/LA/9-12/1/a	
	HP 6	1.6				SS/III B/9-12/5/n	HP/LB/9-12/1/a	
	SS 3	1.10				SS/IV B/9-12/1/a	HP/III D/9-12/1/a	
	SS 6	3.1					HP/III D/9-12/1/b	
	SS 7	4.1						
		4.3						
		4.7						
O 1	CA 1	1.4	MA/L/9-12/1/c	CA/L/9-12/1/b		SS/LA/9-12/1/g		
	CA 2	1.5		CA/L/9-12/2/a		SS/LA/9-12/1/h		
	CA 4	1.7		CA/L/9-12/3/b		SS/LA/9-12/5/i		
	CA 6	2.1		CA/L/9-12/3/i		SS/II A/9-12/2/d		
	MA 3	2.2		CA/L/9-12/3/i				
	SS 3	2.3						
	SS 6							
O 2	CA 1	1.4	MA/L/9-12/1/c	CA/L/9-12/98/#		SS/LA/9-12/98/#		
	CA 2	1.5						
	CA 4	1.7						
	CA 6	2.1						
	MA 3	2.2						
	SS 3	2.3						
	SS 6							
O 3	CA 4	1.10		CA/L/9-12/2/a	SC/LA/9-12/2/a	SS/LA/9-12/1/g		
	CA 6	2.3		CA/L/9-12/2/e		SS/LA/9-12/1/h		
	HP 6	3.1		CA/L/9-12/3/b		SS/LA/9-12/5/i		

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.7	3.2		CA / L / 9-12 / 3 / 1		SS / II A / 9-12 / 2 / d		
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.5						
		4.6						

An asterisk (*) in the curriculum framework... Column(s) indicates all "to do" statements in that section are applicable.

Child Development, Care & Guidance

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	CA.1	1.1	MA/L/9-12/1/a	CA/L/9-12/1/b		SS/LA/9-12/1/c		
	CA.3	1.2		CA/L/9-12/2/a		SS/LA/9-12/1/g		
	CA.4	1.4		CA/L/9-12/2/e		SS/LA/9-12/1/h		
	CA.5	1.5		CA/L/9-12/3/a		SS/LA/9-12/5/i		
	CA.6	1.7		CA/L/9-12/3/b		SS/HA/9-12/2/d		
	HP.2	1.8		CA/L/9-12/3/f				
	HP.3	1.9						
	HP.4	2.1						
	HP.5	2.2						
	HP.6	2.3						
	MA.3	2.5						
	SC.8	2.6						
	SS.6	2.7						
		3.1						
		3.2						
		3.3						
		3.4						
		3.8						
		4.1						
		4.2						
		4.3						
		4.4						
		4.5						
		4.6						
		4.7						
		4.8						
A.2	CA.1	1.1	MA/L/9-12/1/a		SC/LA/9-12/1/a	SS/LA/9-12/8/k	HP/LA/9-12/1/a	
	CA.3	1.2	MA/L/9-12/1/c		SC/LB/9-12/1/a	SS/LA/9-12/8/l	HP/LA/9-12/2/a	
	CA.6	1.3			SC/LB/9-12/3/a		HP/LA/9-12/1/a	
	SC.8	1.5					HP/LA/9-12/2/a	
	SS.6	1.8					HP/LA/9-12/3/a	
		1.10					HP/LC/9-12/1/a	
		2.1					HP/LC/9-12/1/b	
		2.2					HP/LC/9-12/2/a	

Child Development, Care & Guidance

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.3					HP/II.C/9-12/3/a	
		2.6					HP/II.D/9-12/2/a	
		2.7					HP/III.B/9-12/4/a	
		3.1					HP/III.C/9-12/1/a	
		3.2					HP/III.C/9-12/2/a	
		3.3					HP/III.C/9-12/4/a	
		3.4					HP/V.B/9-12/2/a	
		3.6					HP/V.B/9-12/2/b	
		3.7						
		3.8						
		4.1						
		4.3						
		4.4						
		4.5						
		4.6						
		4.8						
B.1	HP.2	1.2		CA/L/9-12/1/b	SC/IA/9-12/3/a	SS/II.A/9-12/4/e	HP/LA/9-12/1/a	
		1.5		CA/L/9-12/1/d	SC/IB/9-12/3/a	SS/II.A/9-12/4/f	HP/LB/9-12/1/a	
		2.3		CA/L/9-12/6/a	SC/II.B/9-12/1/a	SS/II.A/9-12/4/g	HP/LB/9-12/2/a	
		4.1		CA/L/9-12/6/c		SS/II.A/9-12/4/n	HP/LB/9-12/3/a	
		4.6		CA/L/9-12/6/d		SS/II.A/9-12/5/j		
				CA/II./9-12/3/a		SS/II.A/9-12/7/i		
				CA/II./9-12/3/b		SS/II.A/9-12/7/o		
				CA/II./9-12/5/a		SS/II.A/9-12/7/q		
				CA/II./9-12/5/b		SS/II.A/9-12/99/q		
				CA/II./9-12/5/c		SS/II.C/9-12/7/m		
				CA/III./9-12/2/d				
				CA/III./9-12/4/e				
B.2	CA.4	1.2		CA/L/9-12/3/b		SS/LC/9-12/99/m	HP/II.D/9-12/1/a	
	HP.2	4.3		CA/L/9-12/3/l		SS/IE/9-12/99/b	HP/II.D/9-12/1/b	
		4.6		CA/II./9-12/4/a		SS/II.A/9-12/6/e		
				CA/II./9-12/4/b		SS/II.B/9-12/2/b		
						SS/II.B/9-12/2/c		
						SS/II.B/9-12/2/d		
						SS/IV.A/9-12/3/g		

Child Development, Care & Guidance

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
B.3	CA.1	1.2		CA/L/9-12/2/a		SS/IE/9-12/99/b		
	SS.6	1.8		CA/L/9-12/2/b		SS/II.B/9-12/2/b		
		1.9		CA/L/9-12/2/c		SS/II.B/9-12/2/c		
						SS/II.B/9-12/2/d		
						SS/II.B/9-12/2/e		
C.1	HP.1	1.2			SC/VII.D/9-12/5/a		HP/LA/9-12/2/a	
	SC.3	1.8					HP/LA/9-12/3/a	
C.2	HP.1	1.2					HP/LA/9-12/2/a	
		1.8						
C.3	HP.5	1.8			SC/VII.D/9-12/5/a		HP/III.C/9-12/4/a	
		3.4						
		4.7						
		4.8						
C.4	HP.1	1.2			SC/VII.D/9-12/1/a		HP/LA/9-12/2/a	
		SC.3	1.3		SC/VII.D/9-12/2/a		HP/LB/9-12/1/a	
		1.4						
		1.6						
		1.8						
		3.1						
		3.4						
		3.6						
		4.7						
C.5	HP.5	1.2			SC/LA/9-12/1/a		HP/III.C/9-12/1/a	
		SC.4	1.5		SC/VII.D/9-12/5/a		HP/III.C/9-12/4/a	
		SS.5	1.7					
		1.8						
D.1	HP.1	1.2					HP/LA/9-12/6/a	
		1.5						
D.2	HP.1	1.6				SS/II.B/9-12/2/b	HP/LA/9-12/2/a	
		SS.6	1.8			SS/II.B/9-12/2/f		
						SS/II.B/9-12/3/b		
						SS/II.B/9-12/3/f		
						SS/II.C/9-12/7/h		

Child Development, Care & Guidance

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
D.3	HP.1	1.2			SC/VI.D/9-12/5/a		HP/LA/9-12/2/a	
	SC.3	1.5						
		1.6						
D.4	SC.7	1.2		CA/L/9-12/3/*	SC/II.B/9-12/1/a	SS/III.C/9-12/4/b		
		1.3				SS/III.C/9-12/4/c		
		1.6				SS/III.C/9-12/4/d		
		1.8						
		3.2						
		3.3						
		3.6						
		3.7						
E.1	SS.6	1.2			SC/VII.A/9-12/4/a	SS/IV.A/9-12/6/j		
		1.4				SS/IV.A/9-12/6/k		
		1.6				SS/IV.A/9-12/6/l		
		1.9						
		2.1						
		2.2						
		2.3						
		3.3						
		3.4						
E.2	CA.1	2.2		CA/L/9-12/5/d			HP/IB/9-12/1/a	
	CA.7	2.3		CA/L/9-12/6/a				
	HP.2	2.5		CA/L/9-12/6/c				
		2.7		CA/IV../9-12/3/a				
		4.7		CA/IV../9-12/3/b				
				CA/IV../9-12/3/c				
				CA/IV../9-12/3/e				
F.1	HP.3	1.2					HP/LB/9-12/4/a	
	HP.5	1.8					HP/II.C/9-12/1/a	
							HP/II.C/9-12/1/b	
F.2	HP.7	1.2					HP/V.C/9-12/2/a	
		1.5					HP/V.C/9-12/2/b	
		3.2						
		3.3						

Child Development, Care & Guidance

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.7						
F.3	HP.2	1.2				SS/II.B/9-12/2/b	HP/II.A/9-12/1/a	
	HP.3	1.6					HP/II.B/9-12/1/a	
		1.8						
G.1	HP.2	1.2					HP/III.D/9-12/1/a	
	HP.5	1.6					HP/V.B/9-12/1/b	
	HP.6	1.8						
	HP.7	4.7						
	SC.8							
G.2	CA.1	1.2		CA/I../9-12/1/b		SS/II.B/9-12/4/i	HP/III.B/9-12/2/a	
	HP.5	1.6				SS/II.B/9-12/4/j	HP/III.B/9-12/3/a	
		1.8				SS/II.A/9-12/6/j		
		2.1				SS/II.A/9-12/6/k		
		3.1				SS/II.A/9-12/6/l		
		4.7				SS/II.A/9-12/6/n		
						SS/II.A/9-12/6/p		
G.3	CA.6	1.2		CA/IV../9-12/3/a			HP/II.B/9-12/4/a	
	HP.5	1.8		CA/IV../9-12/3/b			HP/II.C/9-12/1/a	
	HP.7	2.1		CA/IV../9-12/3/d			HP/II.C/9-12/1/b	
	SS.7	2.2		CA/IV../9-12/3/f				
		2.3						
		2.6						
		4.6						
		4.7						
H.1	CA.1	1.2				SS/III.A/9-12/2/e	HP/III.D/9-12/1/a	
	HP.6	1.4				SS/III.A/9-12/2/i	HP/III.D/9-12/1/b	
	SS.6	1.6				SS/III.B/9-12/5/n		
H.2	HP.6	1.2	MA/I../9-12/1/*			SS/III.B/9-12/5/n	HP/III.D/9-12/1/a	
	MA.3	1.5	MA/V../9-12/4/*				HP/III.D/9-12/1/b	
	SS.6	1.6						
		1.8						
		4.1						
I.1	CA.6	1.2		CA/I../9-12/1/d		SS/II.A/9-12/1/a		
	SS.3	1.4				SS/II.A/9-12/1/b		

Child Development, Care & Guidance

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.7				SS/IA/9-12/1/c		
		1.8				SS/IA/9-12/1/d		
		1.10				SS/IA/9-12/1/e		
		4.1				SS/IA/9-12/1/g		
		4.5				SS/IA/9-12/1/h		
		4.6				SS/IA/9-12/1/i		
I.2	HP.6	1.2			SC/IIA/9-12/1/a		HP/III.C/9-12/1/a	
	SC.8	1.3					HP/III.C/9-12/1/b	
		1.4						
		1.8						
I.3	CA.6	1.4			SC/IA/9-12/4/a			
	SC.8	1.10						
	SS.3	2.7						
J.1	SS.6	1.4		CA/L./9-12/1/b		SS/IV.B/9-12/4/e		
		1.5		CA/L./9-12/2/a		SS/IV.B/9-12/4/i		
		1.7		CA/L./9-12/2/b				
		4.8		CA/L./9-12/2/c				
				CA/L./9-12/2/e				
J.2	SC.3	1.1		CA/L./9-12/6/a				
		1.2		CA/L./9-12/6/c				
		1.3						
		1.4						
		1.10						
J.3	MA.1	1.1	MA/L./9-12/2/b	CA/IV../9-12/3/a				
	SS.4	1.2	MA/L./9-12/2/c	CA/IV../9-12/3/d				
		1.8		CA/IV../9-12/3/e				
		4.8		CA/IV../9-12/3/i				
J.4	CA.1	2.2		CA/L./9-12/6/a				
	CA.6	2.6		CA/L./9-12/6/c				
J.5	SS.6	1.2				SS/II.C/9-12/7/l	HP/V.B/9-12/1/*	
		1.10				SS/II.C/9-12/7/m		
		4.1						
		4.3						
		4.4						

Child Development, Care & Guidance

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
J.6		1.2 1.5 4.8		CA/L.19-12/1/b				

* NOTE: The needs of special populations should be addressed where appropriate and will not require a separate section.

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	FA.2	1.5			SC/I.A/9-12/4/a	SS/ID/9-12/1/g		FA/IV.D/9-12/2/a
	SC.8	1.8			SC/II.A/9-12/1/a	SS/ID/9-12/1/h		
	SS.4	1.10			SC/II.A/9-12/2/a			
		2.1						
		2.3						
		2.5						
		4.1						
		4.3						
A.2	SS.5	1.2				SS/II.B/9-12/2/b		
	SS.6	1.4				SS/II.B/9-12/2/c		
		1.5				SS/II.B/9-12/2/d		
		1.6				SS/II.B/9-12/4/b		
						SS/II.B/9-12/4/c		
						SS/II.B/9-12/4/d		
						SS/II.B/9-12/6/b		
						SS/II.B/9-12/6/c		
						SS/II.B/9-12/6/d		
B.1								
B.2	HP.3						HP/V.B/9-12/1/1*	
B.3	HP.5	1.10					HP/I.A/9-12/1/a	
C.1		1.4						
C.2		1.5						
C.3		1.6						
C.4	HP.2	3.2					HP/V.B/9-12/3/a	
	HP.6							
D.1	CA.3	1.2		CA/I.L/9-12/3/a				
		1.4		CA/I.L/9-12/3/b				
		1.6		CA/I.L/9-12/3/c				
		1.7		CA/I.L/9-12/3/f				
		1.8						
D.2	SC.8	1.3						

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.6						
		1.8						
		2.4						
		4.1						
E.1	CA.3	1.1	MA/L/9-12/1/a	CA/L/9-12/6/a		SS/II.D/9-12/2/k		
	MA.1	1.6	MA/L/9-12/1/b	CA/L/9-12/6/c		SS/II.D/9-12/7/k		
	SS.4	3.1	MA/L/9-12/1/c					
		3.5	MA/L/9-12/1/d					
			MA/L/9-12/1/e					
			MA/L/9-12/4/a					
			MA/L/9-12/4/b					
			MA/L/9-12/4/c					
			MA/L/9-12/4/d					
			MA/L/9-12/4/e					
E.2	CA.3	1.1	MA/L/9-12/1/a	CA/L/9-12/6/a		SS/II.D/9-12/2/k		
	MA.1	1.6	MA/L/9-12/1/b	CA/L/9-12/6/c		SS/II.D/9-12/7/k		
	SS.4	3.1	MA/L/9-12/1/c					
		3.5	MA/L/9-12/1/d					
			MA/L/9-12/1/e					
			MA/L/9-12/4/a					
			MA/L/9-12/4/b					
			MA/L/9-12/4/c					
			MA/L/9-12/4/d					
			MA/L/9-12/4/e					
F.1	SS.4	1.10				SS/II.D/9-12/7/d		
	SS.6	3.8				SS/II.D/9-12/7/i		
						SS/II.D/9-12/7/k		
						SS/IV.A/9-12/3/g		
F.2	SC.4				SC/II.A/9-12/2/a			
					SC/III.A/9-12/3/a			
					SC/III.B/9-12/2/a			
					SC/III.C/9-12/2/a			
					SC/VIII.B/9-12/1/a			
F.3	SC.8	1.3			SC/II.A/9-12/2/a			

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.6			SC / III.A / 9-12 / 3 / a			
		3.2			SC / III.B / 9-12 / 2 / a			
		3.3			SC / III.C / 9-12 / 2 / a			
					SC / VII.B / 9-12 / 1 / a			
F.4	SC.1	1.3			SC / II.A / 9-12 / 2 / a			
	SC.2	1.7			SC / III.A / 9-12 / 3 / a			
		1.10			SC / III.B / 9-12 / 2 / a			
		2.7			SC / III.C / 9-12 / 2 / a			
		3.5			SC / VII.B / 9-12 / 1 / a			
G.1	MA.1	1.5	MA / I.. / 9-12 / 1 / c					
	MA.5	2.7	MA / I.. / 9-12 / 1 / d					
		3.7	MA / I.. / 9-12 / 4 / c					
			MA / I.. / 9-12 / 4 / d					
			MA / II.. / 9-12 / 4 / c					
			MA / VI.. / 9-12 / 2 / b					
G.2	FA.1	2.5						FA / IV.D / 9-12 / 1 / c
		2.7						FA / IV.D / 9-12 / 1 / d
		3.2						
		3.3						
G.3	SC.8	4.1			SC / VIII.B / 9-12 / 1 / a			
G.4								
H.1	FA.1	2.7					HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 1 / a
	HP.6	3.3						
		4.7						
H.2	MA.1	1.10	MA / I.. / 9-12 / 1 / c					
	SS.4	3.2	MA / I.. / 9-12 / 1 / d					
		3.3						
H.3	FA.1	3.2						FA / IV.D / 9-12 / 1 / a
H.4	MA.1		MA / I.. / 9-12 / 1 / c					
			MA / I.. / 9-12 / 1 / d					
			MA / I.. / 9-12 / 4 / c					
			MA / I.. / 9-12 / 4 / d					

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
I.1	FA.2	2.5	MA / I.. / 9-12 / 3 / b				HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 1 / a
	FA.3	2.7	MA / I.. / 9-12 / 3 / d					FA / IV.D / 9-12 / 1 / b
	HP.1	3.2	MA / I.. / 9-12 / 4 / b					FA / IV.D / 9-12 / 1 / c
	HP.6	3.3	MA / I.. / 9-12 / 4 / d					FA / IV.D / 9-12 / 5 / a
	MA.1	3.5	MA / III.. / 9-12 / 4 / d					FA / IV.D / 9-12 / 7 / a
	MA.2	3.6	MA / III.. / 9-12 / 5 / d					
	MA.3	4.5	MA / IV.. / 9-12 / 2 / *					
	MA.5	4.7	MA / IV.. / 9-12 / 3 / *					
			MA / V.. / 9-12 / 1 / b					
			MA / V.. / 9-12 / 1 / c					
			MA / VI.. / 9-12 / 1 / i					
			MA / VI.. / 9-12 / 1 / k					
			MA / VI.. / 9-12 / 2 / i					
			MA / VI.. / 9-12 / 2 / k					
			MA / VII.. / 9-12 / 5 / h					
			MA / VIII.. / 9-12 / 3 / *					
			MA / X.. / 9-12 / 1 / *					
			MA / X.. / 9-12 / 2 / *					
I.2	FA.1	2.5	MA / I.. / 9-12 / 3 / b				HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 1 / a
	FA.2	2.7	MA / I.. / 9-12 / 3 / d					FA / IV.D / 9-12 / 1 / b
	FA.3	3.2	MA / I.. / 9-12 / 4 / b					FA / IV.D / 9-12 / 1 / c
	HP.6	3.3	MA / I.. / 9-12 / 4 / d					FA / IV.D / 9-12 / 5 / a
	MA.1	3.5	MA / III.. / 9-12 / 4 / d					FA / IV.D / 9-12 / 7 / a
	MA.2	3.6	MA / III.. / 9-12 / 5 / d					
	MA.3	4.5	MA / IV.. / 9-12 / 2 / *					
	MA.5	4.7	MA / IV.. / 9-12 / 3 / *					
			MA / V.. / 9-12 / 1 / b					
			MA / V.. / 9-12 / 1 / c					
			MA / VI.. / 9-12 / 1 / i					
			MA / VI.. / 9-12 / 1 / k					
			MA / VI.. / 9-12 / 2 / i					
			MA / VI.. / 9-12 / 2 / k					
			MA / VII.. / 9-12 / 5 / h					
			MA / VIII.. / 9-12 / 3 / *					
			MA / X.. / 9-12 / 1 / *					

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
MA / X.. / 9-12 / 2 / *								
1.3	FA.1	2.5	MA / I.. / 9-12 / 3 / b				HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 1 / a
	FA.2	2.7	MA / I.. / 9-12 / 3 / d					FA / IV.D / 9-12 / 1 / b
	FA.3	3.2	MA / I.. / 9-12 / 4 / b					FA / IV.D / 9-12 / 1 / c
	HP.6	3.3	MA / I.. / 9-12 / 4 / d					FA / IV.D / 9-12 / 5 / a
	MA.1	3.5	MA / III.. / 9-12 / 4 / d					FA / IV.D / 9-12 / 7 / a
	MA.2	3.6	MA / III.. / 9-12 / 5 / d					
	MA.3	4.5	MA / IV.. / 9-12 / 2 / *					
	MA.5	4.7	MA / IV.. / 9-12 / 3 / *					
			MA / V.. / 9-12 / 1 / b					
			MA / V.. / 9-12 / 1 / c					
			MA / VI.. / 9-12 / 1 / i					
			MA / VI.. / 9-12 / 1 / k					
			MA / VI.. / 9-12 / 2 / i					
			MA / VI.. / 9-12 / 2 / k					
			MA / VII.. / 9-12 / 5 / h					
			MA / VIII.. / 9-12 / 3 / *					
			MA / X.. / 9-12 / 1 / *					
			MA / X.. / 9-12 / 2 / *					
1.4	FA.1	2.5	MA / I.. / 9-12 / 3 / b				HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 1 / a
	FA.2	2.7	MA / I.. / 9-12 / 3 / d					FA / IV.D / 9-12 / 1 / b
	FA.3	3.2	MA / I.. / 9-12 / 4 / b					FA / IV.D / 9-12 / 1 / c
	HP.6	3.3	MA / I.. / 9-12 / 4 / d					FA / IV.D / 9-12 / 5 / a
	MA.1	3.5	MA / III.. / 9-12 / 4 / d					FA / IV.D / 9-12 / 7 / a
	MA.2	3.6	MA / III.. / 9-12 / 5 / d					
	MA.3	4.5	MA / IV.. / 9-12 / 2 / *					
	MA.5	4.7	MA / IV.. / 9-12 / 3 / *					
			MA / V.. / 9-12 / 1 / b					
			MA / V.. / 9-12 / 1 / c					
			MA / VI.. / 9-12 / 1 / i					
			MA / VI.. / 9-12 / 1 / k					
			MA / VI.. / 9-12 / 2 / i					
			MA / VI.. / 9-12 / 2 / k					
			MA / VII.. / 9-12 / 5 / h					
			MA / VIII.. / 9-12 / 3 / *					

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / X.. / 9-12 / 1 / *					
			MA / X.. / 9-12 / 2 / *					
I.5	FA.1	2.5	MA / I.. / 9-12 / 3 / b				HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 1 / a
	FA.2	2.7	MA / I.. / 9-12 / 3 / d					FA / IV.D / 9-12 / 1 / b
	FA.3	3.2	MA / I.. / 9-12 / 4 / b					FA / IV.D / 9-12 / 1 / c
	HP.6	3.3	MA / I.. / 9-12 / 4 / d					FA / IV.D / 9-12 / 5 / a
	MA.1	3.5	MA / III.. / 9-12 / 4 / d					FA / IV.D / 9-12 / 7 / a
	MA.2	3.6	MA / III.. / 9-12 / 5 / d					
	MA.3	4.5	MA / IV.. / 9-12 / 2 / *					
	MA.5	4.7	MA / IV.. / 9-12 / 3 / *					
			MA / V.. / 9-12 / 1 / b					
			MA / V.. / 9-12 / 1 / c					
			MA / VI.. / 9-12 / 1 / i					
			MA / VI.. / 9-12 / 1 / k					
			MA / VI.. / 9-12 / 2 / i					
			MA / VI.. / 9-12 / 2 / k					
			MA / VII.. / 9-12 / 5 / h					
			MA / VIII.. / 9-12 / 3 / *					
			MA / X.. / 9-12 / 1 / *					
			MA / X.. / 9-12 / 2 / *					
J.1	CA.1	4.8	MA / I.. / 9-12 / 1 / c				HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 1 / c
	CA.3		MA / I.. / 9-12 / 1 / d					
	CA.4		MA / I.. / 9-12 / 4 / c					
	CA.5		MA / I.. / 9-12 / 4 / d					
	CA.6		MA / II.. / 9-12 / 4 / c					
	FA.1		MA / IV.. / 9-12 / 2 / b					
	FA.2							
	HP.5							
	HP.6							
	MA.1							
	MA.3							
	MA.5							
	SC.7							
	SC.8							
	SS.4							

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
J.2	CA.1	4.8	MA / I.. / 9-12 / 1 / c				HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 1 / c
	CA.3		MA / I.. / 9-12 / 1 / d					
	CA.4		MA / I.. / 9-12 / 4 / c					
	CA.5		MA / I.. / 9-12 / 4 / d					
	CA.6		MA / II.. / 9-12 / 4 / c					
	FA.1		MA / IV.. / 9-12 / 2 / b					
	FA.2							
	HP.5							
	HP.6							
	MA.1							
	MA.3							
	MA.5							
	SC.7							
	SC.8							
	SS.4							
J.3	CA.1	4.8	MA / I.. / 9-12 / 2 / b	CA / IV.. / 9-12 / 3 / a			HP / III.B / 9-12 / 2 / b	
	CA.4		MA / I.. / 9-12 / 2 / c	CA / IV.. / 9-12 / 3 / d				
	CA.5			CA / IV.. / 9-12 / 3 / e				
	HP.5			CA / IV.. / 9-12 / 3 / f				
	HP.6							
	MA.1							
	MA.3							
K.1	CA.1	1.2		CA / I.. / 9-12 / 1 / b				
	CA.3	1.3		CA / I.. / 9-12 / 1 / d				
		1.4		CA / I.. / 9-12 / 2 / *				
		1.7		CA / II.. / 9-12 / 6 / a				
		1.8						
		1.10						
		2.1						
		2.2						
K.2	CA.1	1.6	MA / I.. / 9-12 / 2 / a	CA / IV.. / 9-12 / 3 / a				
	CA.3	3.5		CA / IV.. / 9-12 / 3 / d				
	CA.4			CA / IV.. / 9-12 / 3 / e				
	CA.5			CA / IV.. / 9-12 / 3 / f				
	MA.3							

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
K.3	MA.3	3.1	MA/I./9-12/2/a					
		3.2	MA/I./9-12/2/b					
		3.3	MA/I./9-12/2/c					
			MA/I./9-12/2/d					
			MA/I./9-12/3/a					
			MA/I./9-12/3/b					
			MA/I./9-12/3/c					
			MA/I./9-12/3/d					
			MA/I./9-12/4/a					
			MA/I./9-12/4/b					
			MA/I./9-12/4/c					
			MA/I./9-12/4/d					
L.1	CA.1	1.1		CA/II./9-12/3/ *				
		1.4						
		1.7						
		2.1						
		2.2						
L.2	CA.1	3.1		CA/I./9-12/1/a		SS/IV.A/9-12/5/a		
	CA.3	3.2		CA/I./9-12/1/b		SS/IV.A/9-12/5/b		
	CA.4	3.3		CA/I./9-12/1/c		SS/IV.A/9-12/5/c		
	CA.5	3.4		CA/I./9-12/1/d		SS/IV.A/9-12/5/d		
	SS.3	3.6		CA/I./9-12/2/ *		SS/IV.A/9-12/5/e		
	SS.6	3.7				SS/IV.A/9-12/5/f		
		3.8				SS/IV.A/9-12/5/g		
		4.1				SS/IV.A/9-12/5/h		
		4.6				SS/IV.A/9-12/5/i		
						SS/IV.B/9-12/2/a		
						SS/IV.B/9-12/2/b		
						SS/IV.B/9-12/2/c		
						SS/IV.B/9-12/2/d		
						SS/IV.B/9-12/2/e		
						SS/IV.B/9-12/2/f		
						SS/IV.B/9-12/2/g		
						SS/IV.B/9-12/2/h		
						SS/IV.B/9-12/2/i		

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/IV.B/9-12/2/n		
						SS/IV.B/9-12/2/o		
L.3	CA.1	3.1		CA/L./9-12/1/a		SS/IV.A/9-12/5/a		
	CA.3	3.2		CA/L./9-12/1/b		SS/IV.A/9-12/5/b		
	CA.4	3.3		CA/L./9-12/1/c		SS/IV.A/9-12/5/c		
	CA.5	3.4		CA/L./9-12/1/d		SS/IV.A/9-12/5/d		
	SS.3	3.6		CA/L./9-12/2/*		SS/IV.A/9-12/5/e		
	SS.6	3.7				SS/IV.A/9-12/5/f		
		3.8				SS/IV.A/9-12/5/g		
		4.1				SS/IV.A/9-12/5/h		
		4.6				SS/IV.A/9-12/5/i		
						SS/IV.B/9-12/2/a		
						SS/IV.B/9-12/2/b		
						SS/IV.B/9-12/2/c		
						SS/IV.B/9-12/2/d		
						SS/IV.B/9-12/2/e		
						SS/IV.B/9-12/2/f		
						SS/IV.B/9-12/2/g		
						SS/IV.B/9-12/2/h		
						SS/IV.B/9-12/2/i		
						SS/IV.B/9-12/2/n		
						SS/IV.B/9-12/2/o		
M.1	HP.2	3.8					HP/V.B/9-12/3/a	
M.2								

* NOTE: The needs of special populations should be addressed where appropriate and will not require a separate section.

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	CA.1	1.1		CA/I.. / 9-12 / 1 / *		SS / II.B / 9-12 / 2 / a		FA / IV.A / 9-12 / 6 / a
	CA.3	1.2		CA / I.. / 9-12 / 2 / *		SS / II.B / 9-12 / 2 / b		
	CA.4	1.3		CA / I.. / 9-12 / 3 / *		SS / II.B / 9-12 / 2 / c		
	CA.6	1.4		CA / II.. / 9-12 / 5 / *		SS / II.B / 9-12 / 2 / d		
	FA.2	1.5				SS / II.B / 9-12 / 3 / a		
	SS.1	1.6				SS / II.B / 9-12 / 3 / b		
	SS.6	1.8				SS / II.B / 9-12 / 3 / c		
		1.9				SS / II.B / 9-12 / 3 / d		
		2.1				SS / II.B / 9-12 / 4 / a		
		2.5				SS / II.B / 9-12 / 4 / b		
		3.1				SS / II.B / 9-12 / 4 / c		
		3.3				SS / II.B / 9-12 / 4 / d		
		4.1				SS / II.C / 9-12 / 2 / a		
						SS / II.C / 9-12 / 2 / b		
						SS / II.C / 9-12 / 2 / c		
						SS / II.C / 9-12 / 2 / e		
						SS / II.C / 9-12 / 2 / f		
						SS / II.C / 9-12 / 2 / h		
						SS / II.C / 9-12 / 2 / i		
						SS / II.C / 9-12 / 3 / a		
						SS / II.C / 9-12 / 3 / b		
						SS / II.C / 9-12 / 3 / c		
						SS / II.C / 9-12 / 3 / e		
						SS / II.C / 9-12 / 3 / f		
						SS / II.C / 9-12 / 3 / h		
						SS / II.C / 9-12 / 3 / i		
						SS / II.C / 9-12 / 4 / a		
						SS / II.C / 9-12 / 4 / b		
						SS / II.C / 9-12 / 4 / c		
						SS / II.C / 9-12 / 4 / e		
						SS / II.C / 9-12 / 4 / f		
						SS / II.C / 9-12 / 4 / h		
						SS / II.C / 9-12 / 4 / i		
						SS / II.C / 9-12 / 5 / a		

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/II.C/9-12/5/b		
						SS/II.C/9-12/5/c		
						SS/II.C/9-12/5/e		
						SS/II.C/9-12/5/f		
						SS/II.C/9-12/5/h		
						SS/II.C/9-12/5/i		
A.2	CA.1	1.1		CA/I../9-12/98/#		SS/II.A/9-12/98/#		FA/IV.A/9-12/6/a
	CA.3	1.2						
	CA.4	1.3						
	CA.6	1.4						
	FA.2	1.5						
	SS.1	1.6						
	SS.6	1.8						
		1.9						
		2.1						
		2.5						
		3.1						
		3.3						
		4.1						
B.1	FA.2	1.1	MA/I../9-12/4/c		SC/II.A/9-12/1/a			FA/IV.D/9-12/2/a
	MA.3	1.2	MA/I../9-12/4/d		SC/II.B/9-12/1/a			FA/IV.D/9-12/2/b
	SC.1	1.3	MA/I../9-12/4/e					FA/IV.D/9-12/4/a
		1.4						FA/IV.D/9-12/4/b
		1.5						FA/IV.D/9-12/6/a
		1.6						FA/IV.D/9-12/6/b
		1.7						FA/IV.D/9-12/6/c
		1.8						
		1.9						
		1.10						
		2.1						
		3.1						
		3.2						
		3.3						
		3.4						
		4.1						

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
B.2	FA.2	1.4						FA/IV.C/9-12/2/a
		1.5						FA/IV.C/9-12/4/a
		1.6						
		1.8						
		2.1						
		3.1						
B.3	FA.2	1.1				SS/II.D/9-12/2/k		FA/IV.C/9-12/2/a
	SS.4	1.2				SS/II.D/9-12/7/k		FA/IV.C/9-12/4/a
		3.3				SS/II.D/9-12/8/k		
		3.8						
B.4	FA.2	1.1				SS/II.D/9-12/2/k		FA/IV.C/9-12/2/a
	SS.4	1.2				SS/II.D/9-12/7/k		FA/IV.C/9-12/4/a
		3.3				SS/II.D/9-12/8/k		
		3.8						
C.1	MA.1	3.4	MA/L/9-12/1/a					
	MA.3	3.5	MA/L/9-12/1/b					
			MA/L/9-12/1/c					
			MA/L/9-12/1/d					
			MA/L/9-12/4/a					
			MA/L/9-12/4/b					
			MA/L/9-12/4/c					
			MA/L/9-12/4/d					
C.2	MA.1	3.4	MA/L/9-12/1/a					
	MA.3	3.5	MA/L/9-12/1/b					
			MA/L/9-12/1/c					
			MA/L/9-12/1/d					
			MA/L/9-12/4/a					
			MA/L/9-12/4/b					
			MA/L/9-12/4/c					
			MA/L/9-12/4/d					
C.3	MA.1	3.5	MA/L/9-12/1/a					
	MA.3	3.7	MA/L/9-12/1/b					
		3.8	MA/L/9-12/1/c					
			MA/L/9-12/1/d					

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/L/9-12/4/a					
			MA/L/9-12/4/b					
			MA/L/9-12/4/c					
			MA/L/9-12/4/d					
C.4	CA.3	1.2		CA/L/9-12/2/*				
	CA.5	1.4		CA/L/9-12/3/a				
		1.5		CA/L/9-12/3/b				
		1.7		CA/L/9-12/3/c				
		1.8		CA/L/9-12/3/d				
				CA/L/9-12/3/e				
C.5	HP.6	4.3				SS/IIA/9-12/1/*		
	SS.4	4.7				SS/IIA/9-12/2/*		
						SS/III.D/9-12/1/c		
						SS/III.D/9-12/1/d		
						SS/III.D/9-12/1/e		
						SS/III.D/9-12/1/f		
						SS/III.D/9-12/1/g		
						SS/III.D/9-12/1/h		
						SS/III.D/9-12/2/c		
						SS/III.D/9-12/2/d		
						SS/III.D/9-12/2/e		
						SS/III.D/9-12/2/f		
						SS/III.D/9-12/2/g		
						SS/III.D/9-12/2/h		
						SS/III.D/9-12/5/c		
						SS/III.D/9-12/5/d		
						SS/III.D/9-12/5/e		
						SS/III.D/9-12/5/f		
						SS/III.D/9-12/5/g		
						SS/III.D/9-12/5/h		
						SS/IVA/9-12/1/d		
						SS/IVA/9-12/1/e		
						SS/IVA/9-12/1/f		
						SS/IVA/9-12/1/g		
						SS/IVA/9-12/1/h		

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/IV.A/9-12/1/j		
						SS/IV.A/9-12/1/k		
						SS/IV.A/9-12/1/l		
						SS/IV.A/9-12/2/d		
						SS/IV.A/9-12/2/e		
						SS/IV.A/9-12/2/f		
						SS/IV.A/9-12/2/g		
						SS/IV.A/9-12/2/h		
						SS/IV.A/9-12/2/j		
						SS/IV.A/9-12/2/k		
						SS/IV.A/9-12/2/l		
						SS/IV.A/9-12/3/d		
						SS/IV.A/9-12/3/e		
						SS/IV.A/9-12/3/f		
						SS/IV.A/9-12/3/g		
						SS/IV.A/9-12/3/h		
						SS/IV.A/9-12/3/j		
						SS/IV.A/9-12/3/k		
						SS/IV.A/9-12/3/l		
						SS/IV.A/9-12/4/d		
						SS/IV.A/9-12/4/e		
						SS/IV.A/9-12/4/f		
						SS/IV.A/9-12/4/g		
						SS/IV.A/9-12/4/h		
						SS/IV.A/9-12/4/j		
						SS/IV.A/9-12/4/k		
						SS/IV.A/9-12/4/l		
D.1	CA.1	1.1	MA/L/9-12/1/b		SC/IB/9-12/1/a	SS/II.B/9-12/3/	HP/III.B/9-12/2/b	
	CA.3	1.2	MA/L/9-12/1/d		SC/II.A/9-12/2/a	SS/II.C/9-12/3/c	HP/III.B/9-12/4/a	
	CA.4	1.3	MA/L/9-12/2/b		SC/III.A/9-12/3/a	SS/II.C/9-12/3/d		
	CA.7	1.4	MA/L/9-12/2/d		SC/VII.A/9-12/4/a	SS/II.D/9-12/2/		
	HP.6	1.5	MA/L/9-12/3/b		SC/VIII.A/9-12/2/a	SS/II.D/9-12/3/		
	MA.3	1.6	MA/L/9-12/3/d		SC/VIII.A/9-12/2/b	SS/II.D/9-12/4/		
	SC.1	1.7	MA/L/9-12/4/b		SC/VIII.B/9-12/2/a	SS/II.D/9-12/9/		
	SC.3	1.8	MA/L/9-12/4/d			SS/III.C/9-12/1/a		

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.7	2.4				SS/II.C/9-12/1/b		
	SC.8	2.5				SS/II.C/9-12/1/c		
	SS.2	2.6				SS/II.C/9-12/2/a		
	SS.4	2.7				SS/II.C/9-12/2/b		
	SS.5	3.2				SS/II.C/9-12/2/b		
		3.3				SS/II.C/9-12/2/c		
		3.5						
		3.7						
		3.8						
		4.1						
		4.6						
D.2	CA.1	1.1	MA/I.L/9-12/1/b		SC/II.B/9-12/1/a	SS/II.B/9-12/3/*	HP/II.A/9-12/98/#	
	CA.3	1.2	MA/I.L/9-12/1/d		SC/II.A/9-12/2/a	SS/II.C/9-12/3/c		
	CA.4	1.3	MA/I.L/9-12/2/b		SC/II.A/9-12/3/a	SS/II.C/9-12/3/d		
	CA.7	1.4	MA/I.L/9-12/2/d		SC/VII.A/9-12/4/a	SS/II.D/9-12/2/*		
	HP.6	1.5	MA/I.L/9-12/3/b		SC/VIII.A/9-12/2/a	SS/II.D/9-12/3/*		
	MA.3	1.6	MA/I.L/9-12/3/d		SC/VIII.A/9-12/2/b	SS/II.D/9-12/4/*		
	SC.1	1.7	MA/I.L/9-12/4/b		SC/VIII.B/9-12/2/a	SS/II.D/9-12/9/*		
	SC.3	1.8	MA/I.L/9-12/4/d			SS/II.C/9-12/1/a		
	SC.7	2.4				SS/II.C/9-12/1/b		
	SC.8	2.5				SS/II.C/9-12/1/c		
	SS.2	2.6				SS/II.C/9-12/2/a		
	SS.4	2.7				SS/II.C/9-12/2/b		
	SS.5	3.2				SS/II.C/9-12/2/c		
		3.3						
		3.5						
		3.7						
		3.8						
		4.1						
		4.6						
E.1	FA.1	2.7					HP/III.B/9-12/2/b	FA/IV.D/9-12/1/a
	HP.6	3.3						
		4.7						
E.2	FA.1	2.7					HP/III.B/9-12/2/b	FA/IV.D/9-12/1/a
	HP.6	3.3						

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
4.7								
F.1	FA.1	2.5	MA/L/9-12/3/b				HP/III.B/9-12/2/b	FA/IV.D/9-12/1/a
	FA.2	2.7	MA/L/9-12/3/d					FA/IV.D/9-12/1/b
	FA.3	3.2	MA/L/9-12/4/b					FA/IV.D/9-12/1/c
	HP.6	3.3	MA/L/9-12/4/d					FA/IV.D/9-12/1/d
	MA.1	3.5	MA/III./9-12/4/d					FA/IV.D/9-12/5/a
	MA.2	3.6	MA/III./9-12/5/d					FA/IV.D/9-12/7/a
	MA.3	4.5	MA/IV./9-12/2/*					
	MA.5	4.7	MA/IV./9-12/3/*					
			MA/V./9-12/1/b					
			MA/V./9-12/1/c					
			MA/VL/9-12/1/i					
			MA/VL/9-12/1/k					
			MA/VL/9-12/2/i					
			MA/VL/9-12/2/k					
			MA/VIL/9-12/5/h					
			MA/VIII/9-12/3/*					
F.2	FA.1	2.5	MA/L/9-12/98/#				HP/III.B/9-12/2/b	FA/IA/9-12/98/#
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
F.3	FA.1	2.5	MA/L/9-12/98/#				HP/III.B/9-12/2/b	FA/IA/9-12/98/#
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
F.4	FA.1	2.5	MA/L/9-12/98/#				HP/III.B/9-12/2/b	FA/IA/9-12/98/#

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.5	FA.1	2.5	MA / L / 9-12 / 98 / #				HP / LA / 9-12 / 98 / #	FA / LA / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.6	FA.1	2.5	MA / L / 9-12 / 98 / #				HP / ILB / 9-12 / 2 / b	FA / LA / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.7	FA.1	2.5	MA / L / 9-12 / 98 / #				HP / ILB / 9-12 / 2 / b	FA / LA / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.8	FA.1	2.5	MA / L / 9-12 / 98 / #				HP / ILB / 9-12 / 2 / b	FA / LA / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.9	FA.1	2.5	MA/I.. /9-12 /98 / #				HP / III.B / 9-12 / 2 / b	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.10	FA.1	2.5	MA / I.. / 9-12 / 98 / #				HP / III.B / 9-12 / 2 / b	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
G.1	FA.1	1.5	MA / I.. / 9-12 / 1 / c					FA / IV.D / 9-12 / 1 / c
	MA.1	3.5	MA / I.. / 9-12 / 1 / d					
	MA.5	3.7	MA / I.. / 9-12 / 4 / c					
		4.4	MA / I.. / 9-12 / 4 / d					
		4.5	MA / II.. / 9-12 / 4 / c					
			MA / IV.. / 9-12 / 2 / b					
G.2	FA.1	3.6	MA / I.. / 9-12 / 98 / #				HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 1 / c
	HP.5	4.5						
	MA.1							
	MA.5							
H.1	CA.1	4.8	MA / I.. / 9-12 / 98 / #				HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 1 / c
	CA.3							
	CA.4							

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA 5							
	CA 8							
	FA 1							
	FA 2							
	HP 5							
	HP 6							
	MA 1							
	MA 3							
	MA 5							
	SC 7							
	SC 8							
	SS 4							
H 2	CA 1	4.8	MA/L/9-12/98/#				HP/III.B/9-12/2/b	FA/IV.D/9-12/1/c
	CA 3							
	CA 4							
	CA 5							
	CA 6							
	FA 1							
	FA 2							
	HP 5							
	HP 6							
	MA 1							
	MA 3							
	MA 5							
	SC 7							
	SC 8							
	SS 4							
H 3	CA 1	4.8	MA/L/9-12/2/b	CA/IV../9-12/3/a			HP/III.B/9-12/2/b	
	CA 4		MA/L/9-12/2/c	CA/IV../9-12/3/d				
	CA 5			CA/IV../9-12/3/e				
	HP 5			CA/IV../9-12/3/f				
	HP 6							
	MA 1							
	MA 3							
I 1	CA 1	1.2	CA/L/9-12/1/b			SS/IA/9-12/2/d		FA/IV.D/9-12/1/a

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.3	1.3		CA/I.. /9-12/2/*		SS/IA/9-12/2/i		FA/IV.D/9-12/1/c
		1.4		CA/II.. /9-12/6/a		SS/IA/9-12/2/h		FA/IV.D/9-12/1/d
		1.7				SS/IA/9-12/2/i		FA/IV.D/9-12/1/e
		1.8				SS/LD/9-12/5/c		FA/IV.D/9-12/1/i
		1.10				SS/LD/9-12/5/g		
		2.1				SS/LD/9-12/5/h		
		2.2				SS/LD/9-12/5/i		
						SS/LD/9-12/5/k		
						SS/LD/9-12/5/m		
						SS/LD/9-12/5/n		
						SS/II.A/9-12/4/h		
						SS/II.A/9-12/4/j		
						SS/II.A/9-12/4/n		
I.2	CA.1	4.8	MA/I.. /9-12/2/a	CA/IV.. /9-12/3/a		SS/II.D/9-12/1/a		FA/IV.D/9-12/2/a
	CA.3		MA/IV.. /9-12/2/c	CA/IV.. /9-12/3/d				FA/IV.D/9-12/2/b
	CA.4			CA/IV.. /9-12/3/e				FA/IV.D/9-12/6/a
	CA.5			CA/IV.. /9-12/3/i				FA/IV.D/9-12/6/b
	MA.3							FA/IV.D/9-12/6/c
I.3	MA.3	4.8	MA/I.. /9-12/2/a					FA/IV.D/9-12/7/a
			MA/I.. /9-12/2/b					
			MA/I.. /9-12/2/c					
			MA/I.. /9-12/2/d					
			MA/I.. /9-12/3/a					
			MA/I.. /9-12/3/b					
			MA/I.. /9-12/3/c					
			MA/I.. /9-12/3/d					
			MA/I.. /9-12/4/a					
			MA/I.. /9-12/4/b					
			MA/I.. /9-12/4/c					
			MA/I.. /9-12/4/d					
			MA/IV.. /9-12/3/d					
J.1	CA.1	1.1		CA/II.. /9-12/3/*				
		1.4						
		1.7						
		2.1						

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		22						
J2	CA.1	3.1		CA/L/9-12/1/a		SS/IV.A/9-12/5/a		
	CA.3	3.2		CA/L/9-12/1/b		SS/IV.A/9-12/5/b		
	CA.4	3.3		CA/L/9-12/1/c		SS/IV.A/9-12/5/c		
	CA.5	3.4		CA/L/9-12/1/d		SS/IV.A/9-12/5/d		
	SS.3	3.6		CA/L/9-12/2/		SS/IV.A/9-12/5/e		
	SS.6	3.7				SS/IV.A/9-12/5/f		
		3.8				SS/IV.A/9-12/5/g		
		4.1				SS/IV.A/9-12/5/h		
		4.6				SS/IV.A/9-12/5/i		
						SS/IV.B/9-12/2/a		
						SS/IV.B/9-12/2/b		
						SS/IV.B/9-12/2/c		
						SS/IV.B/9-12/2/d		
						SS/IV.B/9-12/2/e		
						SS/IV.B/9-12/2/f		
						SS/IV.B/9-12/2/g		
						SS/IV.B/9-12/2/h		
						SS/IV.B/9-12/2/i		
						SS/IV.B/9-12/2/n		
						SS/IV.B/9-12/2/o		
J3	CA.1	3.1		CA/L/9-12/98/#		SS/IV.A/9-12/98/#		
	CA.3	3.2						
	CA.4	3.3						
	CA.5	3.4						
	SS.3	3.6						
	SS.6	3.7						
		3.8						
		4.1						
		4.6						
K.1	HP.2							
K.2								

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	SS.3	2.1						
A.2	CA.1	2.2 2.3				SS/1A/9-12/5/* SS/1B/9-12/5/*		
A.3	CA.4 CA.6 SC.7	2.3 3.1 3.2 3.3 3.4 3.6 3.7 3.8 4.1 4.5 4.6		CA/I.. /9-12/3/* CA/II.. /9-12/3/* CA/II.. /9-12/6/* CA/III.. /9-12/1/* CA/IV.. /9-12/1/*	SC/1A/9-12/2/a	SS/II.B/9-12/3/* SS/II.B/9-12/4/*	HP/1B/9-12/1/*	
B.1	HP.2	4.3 4.4 4.5						
B.2	HP.2 MA.1	3.8	MA/I.. /9-12/1/* MA/I.. /9-12/2/* MA/I.. /9-12/3/* MA/I.. /9-12/4/*					
B.3	HP.2	3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 4.1	MA/I.. /9-12/1/* MA/I.. /9-12/2/* MA/I.. /9-12/3/* MA/I.. /9-12/4/*	CA/III.. /9-12/1/*		SS/IV.B/9-12/1/*		
B.4	MA.1 MA.3 SS.4	3.1	MA/V.. /9-12/1/a MA/V.. /9-12/1/b MA/V.. /9-12/1/c MA/V.. /9-12/3/a			SS/II.D/9-12/1/a SS/II.D/9-12/1/b SS/II.D/9-12/1/c SS/II.D/9-12/1/d		

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / V.. / 9-12 / 3 / b			SS / II.D / 9-12 / 1 / e		
			MA / V.. / 9-12 / 3 / c			SS / II.D / 9-12 / 1 / f		
			MA / VII.. / 9-12 / 1 / a			SS / II.D / 9-12 / 1 / g		
			MA / VII.. / 9-12 / 2 / f			SS / II.D / 9-12 / 2 / a		
			MA / VII.. / 9-12 / 3 / g			SS / II.D / 9-12 / 2 / b		
			MA / VII.. / 9-12 / 4 / h			SS / II.D / 9-12 / 2 / c		
			MA / VII.. / 9-12 / 5 / h			SS / II.D / 9-12 / 2 / d		
						SS / II.D / 9-12 / 2 / e		
						SS / II.D / 9-12 / 2 / f		
						SS / II.D / 9-12 / 2 / g		
						SS / II.D / 9-12 / 3 / a		
						SS / II.D / 9-12 / 3 / b		
						SS / II.D / 9-12 / 3 / c		
						SS / II.D / 9-12 / 3 / d		
						SS / II.D / 9-12 / 3 / e		
						SS / II.D / 9-12 / 3 / f		
						SS / II.D / 9-12 / 3 / g		
						SS / II.D / 9-12 / 5 / a		
						SS / II.D / 9-12 / 5 / b		
						SS / II.D / 9-12 / 5 / c		
						SS / II.D / 9-12 / 5 / d		
						SS / II.D / 9-12 / 5 / e		
						SS / II.D / 9-12 / 5 / f		
						SS / II.D / 9-12 / 5 / g		
B.5	MA.1	3.2	MA / V.. / 9-12 / 1 / a			SS / II.D / 9-12 / 1 / a		
	MA.3	3.3	MA / V.. / 9-12 / 1 / b			SS / II.D / 9-12 / 1 / b		
	SS.4	3.4	MA / V.. / 9-12 / 1 / c			SS / II.D / 9-12 / 1 / c		
		3.5	MA / V.. / 9-12 / 3 / a			SS / II.D / 9-12 / 1 / d		
		3.7	MA / V.. / 9-12 / 3 / b			SS / II.D / 9-12 / 1 / e		
		3.8	MA / V.. / 9-12 / 3 / c			SS / II.D / 9-12 / 1 / f		
						SS / II.D / 9-12 / 1 / g		
						SS / II.D / 9-12 / 2 / a		
						SS / II.D / 9-12 / 2 / b		
						SS / II.D / 9-12 / 2 / c		
						SS / II.D / 9-12 / 2 / d		

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/II.D/9-12/2/e SS/II.D/9-12/2/f SS/II.D/9-12/2/g SS/II.D/9-12/3/a SS/II.D/9-12/3/b SS/II.D/9-12/3/c SS/II.D/9-12/3/d SS/II.D/9-12/3/e SS/II.D/9-12/3/f SS/II.D/9-12/3/g SS/II.D/9-12/5/a SS/II.D/9-12/5/b SS/II.D/9-12/5/c SS/II.D/9-12/5/d SS/II.D/9-12/5/e SS/II.D/9-12/5/f SS/II.D/9-12/5/g		
B.6	SS.4	1.1 1.2 1.3 1.4 1.5 1.6 1.7				SS/II.D/9-12/2/a SS/II.D/9-12/2/b SS/II.D/9-12/2/c SS/II.D/9-12/2/d SS/II.D/9-12/2/f SS/II.D/9-12/2/g SS/II.D/9-12/6/a SS/II.D/9-12/6/b SS/II.D/9-12/6/c SS/II.D/9-12/6/d SS/II.D/9-12/6/e SS/II.D/9-12/6/f SS/II.D/9-12/6/g		
B.7	MA.1 SS.4	1.1 1.2 1.3 1.4 1.5				SS/II.D/9-12/2/a SS/II.D/9-12/2/b SS/II.D/9-12/2/c SS/II.D/9-12/2/d SS/II.D/9-12/2/e	HP/II.D/9-12/1/*	

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.6				SS/II.D/9-12/2/i		
		1.7				SS/II.D/9-12/2/g		
						SS/II.D/9-12/6/a		
						SS/II.D/9-12/6/b		
						SS/II.D/9-12/6/c		
						SS/II.D/9-12/6/d		
						SS/II.D/9-12/6/e		
						SS/II.D/9-12/6/f		
						SS/II.D/9-12/6/g		
B.8	MA.1	1.1				SS/II.D/9-12/2/a	HP/II.D/9-12/1/a	
		1.2				SS/II.D/9-12/2/b	HP/II.D/9-12/1/b	
	SS.4	1.3				SS/II.D/9-12/2/c		
		1.4				SS/II.D/9-12/2/d		
		1.5				SS/II.D/9-12/2/e		
		1.6				SS/II.D/9-12/2/f		
		1.7				SS/II.D/9-12/2/g		
						SS/II.D/9-12/6/a		
						SS/II.D/9-12/6/b		
						SS/II.D/9-12/6/c		
						SS/II.D/9-12/6/d		
						SS/II.D/9-12/6/e		
						SS/II.D/9-12/6/f		
						SS/II.D/9-12/6/g		
B.9	MA.1	1.10				SS/II.D/9-12/6/	HP/II.D/9-12/1/	
	SS.4							
B.10	MA.1	1.10	MA/V../9-12/1/					
	SS.3		MA/V../9-12/3/					
C.1	SS.6	4.2				SS/II.B/9-12/4/i		
		4.3				SS/IV.A/9-12/2/		
						SS/IV.A/9-12/3/		
C.2	CA.3	1.1		CA/I../9-12/1/b		SS/II.B/9-12/2/		
	SS.6	1.2		CA/I../9-12/3/		SS/II.B/9-12/3/		
		1.3				SS/II.B/9-12/4/		
		1.4				SS/II.C/9-12/3/		

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.5				SS/III.B/9-12/1/*		
		1.6				SS/III.B/9-12/5/*		
		1.7				SS/III.C/9-12/4/*		
		1.8				SS/III.C/9-12/7/*		
		1.9						
		1.10						
C.3	CA.3	1.5						
		1.7						
		1.8						
C.4	MA.3	1.1	MA/L/9-12/1/a	CA/L/9-12/2/a				
		1.2	MA/L/9-12/1/d	CA/L/9-12/2/c				
		1.3	MA/L/9-12/4/a	CA/L/9-12/3/*				
		1.4	MA/L/9-12/4/d					
		1.5						
		1.6						
		1.7						
		1.8						
		1.9						
		1.10						
C.5	SS.3	4.2				SS/II.D/9-12/6/g		
		4.3						
C.6	CA.1	2.3		CA/II../9-12/3/*				
		2.6						
C.7	CA.3	1.7		CA/L/9-12/3/d				
		4.4						
C.8	CA.4	1.8		CA/L/9-12/2/a				
				CA/L/9-12/3/b				
D.1	CA.3	1.2		CA/L/9-12/1/b				
	HP.6	1.4		CA/L/9-12/2/a				
				CA/L/9-12/2/c				
				CA/L/9-12/2/e				
D.2	HP.6	1.5	MA/VII../9-12/4/a	CA/IV../9-12/1/e			HP/II.C/9-12/1/a	
	MA.3	1.7	MA/VII../9-12/4/g	CA/IV../9-12/1/f				

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.8		CA/IV.. /9-12 /1 /g				
		1.10						
D.3	CA.1	2.1		CA/II.. /9-12 /3 / [*] CA/II.. /9-12 /6 / [*]				
E.1	SS.7	3.1				SS/III.B /9-12 /1 /a		
E.2	SS.7	1.1		CA/I.. /9-12 /1 / [*]				
		1.2		CA/I.. /9-12 /2 /a				
		1.3		CA/I.. /9-12 /2 /c				
		1.4		CA/I.. /9-12 /2 /d				
		1.5		CA/I.. /9-12 /2 /e				
		1.6						
		1.7						
		1.8						
		1.10						
E.3	CA.1	1.1		CA/I.. /9-12 /1 / [*]				
		1.2						
		1.3						
		1.4						
		1.5						
		1.6						
		1.7						
		1.8						
		1.10						
E.4	SS.3	4.2				SS/IV.A /9-12 /2 /g		
		4.3				SS/IV.A /9-12 /3 /g		
E.5	SC.1	1.7			SC/IV.B /9-12 /2 /a			
F.1	FA.3	1.5						FA/IV.A /9-12 /1 /a FA/IV.D /9-12 /4 /a
F.2	FA.3	1.3		CA/I.. /9-12 /2 /a CA/I.. /9-12 /2 /e				
F.3	FA.2	1.1		CA/I.. /9-12 /1 / [*]				
		1.2						
		1.3						

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.4						
		1.5						
		1.6						
		1.7						
		1.8						
		1.9						
		1.10						
		3.8						
F.4	SS.4	1.1		CA/L/9-12/2/a				
		1.2		CA/L/9-12/2/c				
		1.3						
		1.4						
		1.5						
		1.6						
		1.7						
		1.8						
		1.9						
		1.10						
F.5	FA.1	1.10						FA/IV.D/9-12/1/a
								FA/IV.D/9-12/2/a
								FA/IV.D/9-12/2/b
G.1	CA.3	1.1		CA/L/9-12/2/a				
				CA/L/9-12/2/c				
G.2		1.2		CA/L/9-12/2/a				
		1.3		CA/L/9-12/2/c				
		1.4						
G.3	CA.3	1.2		CA/L/9-12/2/a				
				CA/L/9-12/2/c				
G.4	HP.5	4.7					HP/III.D/9-12/1/a	
G.5	CA.3	1.1		CA/L/9-12/1/b				
		1.2						
G.6	SC.8	1.10			SC/IV.C/9-12/2/a			
G.7	HP.6	4.7					HP/III.D/9-12/1/a	

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
H.1		3.1						
H.2	SS.7	1.2				SS/II.D/9-12/2/a SS/II.D/9-12/2/b SS/II.D/9-12/2/c SS/II.D/9-12/2/d SS/II.D/9-12/2/e		
H.3	SS.7	1.2				SS/II.D/9-12/2/a SS/II.D/9-12/2/b SS/II.D/9-12/2/c SS/II.D/9-12/2/d SS/II.D/9-12/2/e		
H.4	MA.3 SS.4	3.8				SS/IV.D/9-12/1/k		
I.1	SS.6	3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8				SS/IV.B/9-12/1/e SS/IV.B/9-12/1/g		
I.2	FA.2	1.4 1.5 1.6 1.8 2.1 3.1					FA/IV.C/9-12/2/a FA/IV.C/9-12/4/a	
I.3	SS.4	1.6				SS/IV.D/9-12/1/b SS/IV.D/9-12/1/d SS/IV.D/9-12/1/f		
I.4		1.6 3.2 3.3						

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
J.1	FA.1	2.7					HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 1 / a
	HP.6	3.3						
		4.7						
		4.7						
J.2	FA.1	3.2						FA / IV.D / 9-12 / 1 / a
J.3	FA.1	2.5						FA / IV.D / 9-12 / 1 / a
		3.5						FA / IV.D / 9-12 / 1 / b
		3.6						FA / IV.D / 9-12 / 1 / c
		4.5						FA / IV.D / 9-12 / 5 / a
								FA / IV.D / 9-12 / 7 / a
J.4	FA.1	2.5						FA / IV.D / 9-12 / 1 / c
		2.7						FA / IV.D / 9-12 / 1 / d
		3.2						
		3.3						
K.1	CA.3	1.2		CA / I.. / 9-12 / 3 / a				
		1.4		CA / I.. / 9-12 / 3 / b				
		1.6		CA / I.. / 9-12 / 3 / e				
		1.7		CA / I.. / 9-12 / 3 / f				
		1.8						
K.2	SC.8	1.3			SC / III.A / 9-12 / 3 / a			
		1.6						
		3.2						
		3.3						
K.3	SC.4	1.2			SC / VIII.B / 9-12 / 1 / a			
		1.4						
		1.6						
		2.3						
		3.1						
		3.5						
		4.1						
K.4	SC.8	1.3			SC / III.A / 9-12 / 3 / a			
		1.6						
		3.2						

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.3						
K.5	FA.1	2.7					HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 1 / a
	HP.6	3.3						
		4.7						
		4.7						
K.6		3.1						
L.1	HP.1	1.2			SC / VII.B / 9-12 / 3 / a		HP / I.A / 9-12 / 2 / a	
		1.6						
		1.8						
L.2	HP.2	1.2		CA / I.. / 9-12 / 2 / a			HP / II.D / 9-12 / 1 / a	
		1.5		CA / I.. / 9-12 / 2 / c			HP / II.D / 9-12 / 1 / b	
		1.6		CA / I.. / 9-12 / 2 / d				
		1.8		CA / I.. / 9-12 / 2 / e				
		4.7						
L.3	HP.5	3.1					HP / I.A / 9-12 / 1 / a	
							HP / I.B / 9-12 / 6 / a	
							HP / II.D / 9-12 / 1 / a	
							HP / II.D / 9-12 / 1 / b	
L.4		1.2		CA / III.. / 9-12 / 1 / *		SS / III.B / 9-12 / 2 / *	HP / II.D / 9-12 / 1 / a	
		1.8					HP / II.D / 9-12 / 1 / b	
		3.2						
		3.3						
		4.5						
		4.7						
L.5	HP.6	1.2		CA / I.. / 9-12 / 1 / *			HP / II.C / 9-12 / 1 / a	
		1.4		CA / I.. / 9-12 / 2 / *			HP / II.C / 9-12 / 1 / b	
		1.5					HP / II.C / 9-12 / 2 / a	
		1.7					HP / II.C / 9-12 / 3 / a	
		1.8						
L.6	HP.2	1.1					HP / II.D / 9-12 / 1 / a	
		1.2					HP / II.D / 9-12 / 1 / b	
		1.8					HP / V.A / 9-12 / 1 / a	
		4.5					HP / V.A / 9-12 / 2 / a	

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.7					HP / V.A / 9-12 / 3 / a HP / V.A / 9-12 / 4 / a HP / V.A / 9-12 / 5 / a	
M.1	HP.2	1.2 1.4 4.7		CA / L. / 9-12 / 1 / *	SC / VII.A / 9-12 / 2 / a SC / VII.B / 9-12 / 1 / a		HP / II.B / 9-12 / 2 / a HP / II.B / 9-12 / 3 / a	
M.2	HP.6	1.7		CA / L. / 9-12 / 1 / *			HP / II.B / 9-12 / 7 / a HP / II.C / 9-12 / 1 / a HP / II.C / 9-12 / 1 / b	
M.3	HP.2	1.8					HP / II.B / 9-12 / 1 / a HP / II.D / 9-12 / 1 / a HP / II.D / 9-12 / 1 / b	
M.4	HP.2	1.2 1.4 1.8 4.5 4.7					HP / II.D / 9-12 / 1 / a HP / II.D / 9-12 / 1 / b	
M.5	HP.2	1.2 1.3 1.4		CA / L. / 9-12 / 1 / *			HP / II.B / 9-12 / 8 / a	
M.6	HP.2	1.2 1.6 1.8		CA / L. / 9-12 / 1 / *			HP / II.A / 9-12 / 6 / a HP / II.B / 9-12 / 6 / a	
M.7	HP.2	1.5 1.6 1.7		CA / L. / 9-12 / 1 / *			HP / II.B / 9-12 / 1 / a	FA / IV.B / 9-12 / 2 / a FA / IV.B / 9-12 / 2 / b FA / IV.C / 9-12 / 2 / a
M.8	HP.2	1.2 1.3 1.4 1.8 1.10					HP / II.B / 9-12 / 5 / a	FA / IV.D / 9-12 / 2 / a FA / IV.D / 9-12 / 2 / b
N.1	HP.2 MA.1	1.2 1.8	MA / L. / 9-12 / 1 / * MA / L. / 9-12 / 2 / *				HP / II.B / 9-12 / 7 / a HP / II.C / 9-12 / 1 / a	

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.3	3.5 3.6 3.7 3.8	MA/L/9-12/3/* MA/L/9-12/4/*				HP/ILC/9-12/1/b	
N.2	CA.3 HP.2	1.2 3.5	MA/L/9-12/1/* MA/L/9-12/2/* MA/L/9-12/3/* MA/L/9-12/4/*	CA/L/9-12/1/*			HP/ILB/9-12/8/a	
N.3	HP.2 HP.3	1.10 4.7					HP/ILB/9-12/4/a	
O.1		1.5		CA/L/9-12/1/*				
O.2		1.5 1.8		CA/L/9-12/2/*				
O.3		3.2 3.3 4.5						
O.4	FA.1 FA.2 HP.2 MA.1 MA.2 SC.1	1.8 1.10 4.7	MA/V/9-12/1/* MA/V/9-12/2/* MA/V/9-12/3/* MA/V/9-12/4/* MA/VL/9-12/1/*		SC/IIIA/9-12/1/a SC/IIIA/9-12/2/a SC/IIIA/9-12/3/a SC/IIIA/9-12/4/a SC/IIIB/9-12/1/a SC/IIIB/9-12/2/a SC/IIIB/9-12/3/a SC/IIIC/9-12/1/a SC/IIIC/9-12/2/a SC/IIIC/9-12/3/a SC/IIIC/9-12/4/a		FA/IVD/9-12/2/a FA/IVD/9-12/2/b FA/IVD/9-12/3/a FA/IVD/9-12/4/a FA/IVD/9-12/5/a FA/IVD/9-12/5/b FA/IVD/9-12/6/a FA/IVD/9-12/6/b FA/IVD/9-12/7/a	
O.5	HP.3 HP.6	1.10 4.7					HP/ILD/9-12/1/b HP/IIIA/9-12/1/a	
P.1		1.4 1.8 1.10		CA/L/9-12/2/*				
P.2	FA.3	1.10					HP/ILD/9-12/1/b	

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
P 3	FA 3 HP 2	1.2		CA/L/9-12/1/*				FA/IV.B/9-12/2/a
		1.3						FA/IV.C/9-12/1/a
		1.5						FA/IV.C/9-12/1/b
		1.10						FA/IV.C/9-12/1/c
								FA/IV.C/9-12/1/d
								FA/IV.C/9-12/2/a
								FA/IV.C/9-12/3/a
								FA/IV.C/9-12/3/b
								FA/IV.C/9-12/4/a
								FA/IV.C/9-12/4/b
P 4	HP 2	1.10					HP/III.A/9-12/1/a	
	HP 3	4.7						
Q 1	CA 1	1.1		CA/L/9-12/2/*			HP/IA/9-12/1/a	
	CA 3	1.2		CA/L/9-12/3/a			HP/III.A/9-12/2/*	
	CA 4	1.6		CA/L/9-12/3/b			HP/III.A/9-12/3/*	
	CA 5	1.8		CA/L/9-12/3/c			HP/III.A/9-12/5/*	
	HP 5	2.1		CA/L/9-12/3/d			HP/III.A/9-12/7/*	
		3.1		CA/L/9-12/3/e			HP/III.A/9-12/10/*	
		3.3					HP/III.B/9-12/1/*	
		3.4					HP/III.B/9-12/2/*	
		3.5					HP/III.C/9-12/1/a	
		3.7					HP/III.C/9-12/2/a	
		3.8					HP/III.C/9-12/3/a	
		4.1					HP/III.C/9-12/4/a	
							HP/III.C/9-12/5/a	
Q 2	CA 3	1.2		CA/L/9-12/2/*		SS/II.B/9-12/1/a		
	CA 5	1.4				SS/II.B/9-12/1/b		
	SS 6	1.6				SS/II.B/9-12/2/a		
		1.7				SS/II.B/9-12/2/b		
		1.8				SS/II.B/9-12/3/a		
						SS/II.B/9-12/3/b		
						SS/II.B/9-12/4/a		
						SS/II.B/9-12/4/b		
Q 3	CA 3	1.2		CA/L/9-12/3/*		SS/II.B/9-12/2/a		

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.5	1.6				SS/II.B/9-12/2/b		
	SS.6	1.7				SS/II.B/9-12/3/a		
		1.8				SS/II.B/9-12/3/b		
		3.1				SS/II.B/9-12/4/a		
		3.3				SS/II.B/9-12/4/b		
Q.4	CA.1	1.2		CA/I.L./9-12/6/a				
	CA.2	1.6		CA/II.L./9-12/3/1*				
	CA.4	1.7						
	CA.5	1.8						
	CA.6	3.1						
		3.3						
Q.5	SC.8	3.1			SC/II.B/9-12/1/a			
		3.3						
		3.5						
		3.6						
		3.7						
Q.6	CA.4	3.1		CA/I.L./9-12/3/1*	SC/II.A/9-12/1/a			
	CA.5	3.3			SC/II.B/9-12/1/a			
	SC.7	3.5			SC/II.A/9-12/2/a			
	SC.8	3.6						
		3.7						
		4.1						
Q.7	CA.4	3.1		CA/I.L./9-12/3/1*				
	CA.5	3.3						
	SC.7	3.5						
	SC.8	3.6						
		3.7						
		4.1						
R.1	HP.1	1.2				SS/II.B/9-12/2/b	HP/II.A/9-12/2/a	
	SS.6	1.5				SS/II.B/9-12/2/f	HP/II.A/9-12/6/a	
		4.1				SS/II.C/9-12/7/h		
R.2	CA.4	1.2		CA/I.L./9-12/3/b		SS/II.E/9-12/6/1*	HP/II.A/9-12/5/a	
	HP.2	4.3		CA/I.L./9-12/3/1		SS/II.A/9-12/3/g	HP/II.A/9-12/5/b	
	SS.6	4.6		CA/II.L./9-12/4/a			HP/II.A/9-12/5/a	

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA/IL/9-12/4/b			HP/VA/9-12/5/c	
R.3	HP.2 HP.6	1.10 4.7					HP/IA/9-12/1/a HP/IB/9-12/1/a HP/IIA/9-12/5/a HP/IIA/9-12/5/b HP/VA/9-12/5/a HP/VA/9-12/5/c	
R.4	SS.6	3.8				SS/IB/9-12/5/i		
R.5	HP.2 SS.2 SS.6	2.3 4.3				SS/IVD/9-12/2/b SS/IVD/9-12/2/c SS/IVD/9-12/2/f SS/IVD/9-12/2/h	HP/IIA/9-12/7/a HP/IIA/9-12/7/b HP/IID/9-12/1/a HP/IID/9-12/1/b HP/VA/9-12/5/c	
R.6	HP.2 SS.2 SS.6	2.3 4.3				SS/IVD/9-12/2/b SS/IVD/9-12/2/c	HP/IIA/9-12/8/a HP/VA/9-12/5/c HP/VB/9-12/1/b	
S.1	CA.1 HP.2 HP.5	1.10 2.3 4.7		CA/L/9-12/1/b CA/L/9-12/1/d			HP/IA/9-12/1/a HP/IB/9-12/6/a	
S.2	HP.5	1.9					HP/II.C/9-12/1/a HP/II.C/9-12/1/b HP/III.D/9-12/1/a	
S.3	CA.6 HP.2 HP.5	2.3 3.4		CA/L/9-12/3/d			HP/IB/9-12/1/a HP/II.D/9-12/1/a HP/II.D/9-12/1/b	
T.1	SC.3 SS.6	1.2 1.4 1.6			SC/VII.A/9-12/4/a	SS/IV.A/9-12/6/j SS/IV.A/9-12/6/k SS/IV.A/9-12/6/l	HP/II.D/9-12/1/a HP/II.D/9-12/1/b	
T.2	HP.1 SS.6	1.2 1.5				SS/II.C/9-12/7/h	HP/IIA/9-12/6/a	
T.3	CA.1	3.1		CA/L/9-12/1/b				
T.4	SC.3	1.2				SS/IV.A/9-12/6/j		

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS.6	1.9 4.7				SS/IV.A/9-12/6/k SS/IV.A/9-12/6/l		
T.5	CA.6 HP.2	3.1					HP/IA/9-12/1/a	
U.1	HP.6 SC.7 SS.6	1.7 1.8 3.1 3.4 3.7			SC/IA/9-12/1/a SC/IA/9-12/4/a	SS/II.B/9-12/4/*	HP/III.D/9-12/1/a	
U.2	HP.6	3.1 3.4 3.7					HP/III.D/9-12/1/a	
U.3	CA.1 HP.6 SS.6	1.2 1.4 1.6				SS/III.A/9-12/2/e SS/III.A/9-12/2/i SS/III.B/9-12/5/n	HP/III.D/9-12/1/a HP/III.D/9-12/1/b	
V.1	HP.2 MA.3 SS.4	1.1 1.2 1.4 1.10 2.3 2.6					HP/IB/9-12/1/a HP/IB/9-12/3/a	
V.2	HP.2 SS.6	1.2 1.3 1.4 1.6 1.7 1.8				SS/II.B/9-12/7/* SS/II.C/9-12/1/* SS/II.D/9-12/1/* SS/II.D/9-12/7/*	HP/IB/9-12/1/a	
V.3	SS.6	1.2 1.4 4.8				SS/III.D/9-12/2/*		
V.4		1.10 4.8				SS/II.B/9-12/2/*	HP/II.D/9-12/1/a HP/II.D/9-12/1/b	
W.1	CA.3	1.4		CA/L/9-12/1/b		SS/IV.B/9-12/4/e		

Contemporary Living

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA 5	1.5		CA / I.. / 9-12 / 2 / *		SS / IV.B / 9-12 / 4 / I		
	CA 6	1.7						
	SS 6	4.8						
W 2	CA 1	1.1		CA / I.. / 9-12 / 6 / a	SC / VII.A / 9-12 / 4 / a			
	SC 3	1.2		CA / I.. / 9-12 / 6 / c	SC / VII.C / 9-12 / 2 / a			
		1.3						
		1.4						
		1.10						
W 3	CA 1	1.1	MA / I.. / 9-12 / 2 / b	CA / I.. / 9-12 / 6 / a		SS / II.D / 9-12 / 1 / a		
	CA 4	1.2	MA / I.. / 9-12 / 2 / c	CA / I.. / 9-12 / 6 / c		SS / II.D / 9-12 / 3 / a		
	CA 5	1.8						
	MA 1	4.8						
	SS 4							
X 1	CA 1	1.2		CA / I.. / 9-12 / 1 / c		SS / II.C / 9-12 / 3 / b		
	SS 4			CA / I.. / 9-12 / 1 / d				
X 2	CA 1	1.1		CA / I.. / 9-12 / 1 / b		SS / II.C / 9-12 / 3 / b		
	CA 3	1.2		CA / I.. / 9-12 / 6 / a				
	SC 3	1.3		CA / I.. / 9-12 / 6 / c				
		1.4						
		1.10						
		4.8						
X 3	CA 1	1.2		CA / I.. / 9-12 / 1 / c		SS / II.C / 9-12 / 3 / b		
	CA 3	1.8		CA / I.. / 9-12 / 1 / d				
	SS 4	1.9						
		3.6						
		4.1						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	CA.3	1.1	MA/I./9-12/1/d	CA/III./9-12/2/d	SC/IIA/9-12/1/a	SS/IA/9-12/1/c	HP/IA/9-12/4/b	FA/IA/9-12/1/a
	CA.4	1.2		CA/III./9-12/4/d	SC/II C/9-12/1/a	SS/IA/9-12/7/k		FA/IA/9-12/1/b
	CA.5	1.3				SS/IA/9-12/8/m		FA/IA/9-12/2/a
	CA.7	1.10				SS/II B/9-12/2/		
	FA.5	2.2						
	MA.1	2.3						
	MA.3	2.4						
	SC.4	3.4						
	SC.8	4.1						
	SS.5	4.3						
	SS.6	4.4						
		4.7						
		4.8						
A.2	CA.6	1.10	MA/IV./9-12/3/d	CA/I./9-12/1/c	SC/IB/9-12/2/a	SS/IB/9-12/2/a	HP/IIA/9-12/2/a	FA/IB/9-12/4/a
	CA.7	2.3			SC/IIA/9-12/1/a		HP/IIA/9-12/7/a	FA/IB/9-12/4/b
	FA.3	2.4					HP/IIA/9-12/7/b	FA/IC/9-12/1/a
	HP.2	3.2						
	HP.5	3.3						
	HP.6	3.6						
	SS.1	4.3						
	SS.6	4.4						
		4.5						
		4.6						
		4.7						
		4.8						
A.3	CA.5	1.1	MA/I./9-12/4/d	CA/IV./9-12/1/	SC/II B/9-12/1/a	SS/IB/9-12/2/a	HP/IB/9-12/2/a	FA/IB/9-12/3/a
	CA.7	1.2	MA/III./9-12/2/b	CA/IV./9-12/2/	SC/VIIIA/9-12/2/a	SS/IB/9-12/2/b	HP/IB/9-12/4/a	
	FA.1	1.4			SC/VIIIA/9-12/2/b	SS/IB/9-12/2/c	HP/IIA/9-12/4/a	
	FA.3	1.10				SS/IB/9-12/2/d		
	HP.5	2.1				SS/IB/9-12/2/e		
	MA.1	2.3				SS/IB/9-12/2/f		
	MA.3	2.7				SS/IB/9-12/2/g		
	MA.6	3.2				SS/IB/9-12/2/h		
	SC.7	3.3				SS/IB/9-12/2/i		
	SC.8	3.5				SS/IB/9-12/2/j		

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS.3	3.6				SS/IV.D/9-12/2/k		
	SS.4	4.1				SS/IV.D/9-12/2/l		
	SS.6	4.3						
		4.5						
		4.6						
		4.8						
A.4	CA.6	1.1	MA/X./9-12/4/c	CA/I./9-12/3/l	SC/VIII.B/9-12/1/a	SS/IB/9-12/2/g	HP/LA/9-12/1/a	FA/LD/9-12/3/a
	FA.1	1.3		CA/I./9-12/6/c		SS/IB/9-12/3/h	HP/LA/9-12/2/a	
	FA.3	1.6					HP/LB/9-12/1/a	
	HP.2	1.9						
	HP.5	1.10						
	HP.6	2.6						
	MA.6	3.1						
	SC.3	3.2						
	SC.8	3.6						
	SS.5	4.1						
	SS.6	4.7						
		4.8						
A.5	CA.2	1.3	MA/L./9-12/4/d	CA/L./9-12/2/a	SC/II.B/9-12/2/a	SS/IB/9-12/2/h	HP/IB/9-12/2/a	FA/LA/9-12/1/c
	CA.3	1.6		CA/L./9-12/2/b	SC/IV.C/9-12/1/a	SS/IB/9-12/3/h	HP/II.A/9-12/7/a	FA/IC/9-12/1/b
	CA.6	1.9		CA/L./9-12/2/d	SC/IV.C/9-12/2/a	SS/IB/9-12/5/m		FA/IC/9-12/3/b
	CA.7	2.1			SC/IV.C/9-12/3/a			
	FA.5	2.3						
	MA.6	2.4						
	SC.3	2.6						
	SC.4	3.2						
	SC.8	3.3						
	SS.5	3.6						
	SS.6	3.8						
	SS.7	4.5						
		4.6						
A.6	CA.5	1.1	MA/II./9-12/1/a	CA/II./9-12/3/a	SC/VIII.B/9-12/2/b		HP/II.B/9-12/7/a	FA/LA/9-12/2/a
	CA.6	1.2		CA/II./9-12/5/a				
	CA.7	1.3						
	FA.5	1.4						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.2	1.7						
	HP.6	1.10						
	MA.3	2.2						
	SC.8	2.5						
	SS.6	2.6						
		3.3						
		4.1						
		4.2						
		4.7						
A.7	CA.6	1.1	MA/L./9-12/4/d	CA/III./9-12/1/d	SC/IIA/9-12/1/a	SS/IB/9-12/1/a	HP/IA/9-12/1/a	
	CA.7	1.2	MA/X./9-12/4/c	CA/III./9-12/1/e		SS/IC/9-12/8/k	HP/IA/9-12/2/a	
	FA.4	1.3		CA/III./9-12/2/			HP/IB/9-12/1/a	
	FA.5	1.9						
	HP.2	1.10						
	HP.5	2.1						
	HP.6	2.3						
	MA.1	2.6						
	MA.6	3.1						
	SC.3	3.3						
	SC.8	3.6						
	SS.3	4.4						
	SS.6	4.8						
A.8	CA.4	1.9	MA/X./9-12/4/c		SC/IA/9-12/1/a	SS/IC/9-12/5/		
	CA.5	1.10			SC/IA/9-12/3/a	SS/II.B/9-12/4/m		
	CA.7	2.1						
	FA.4	2.2						
	FA.5	2.5						
	HP.1	2.6						
	HP.2	3.5						
	HP.5	4.1						
	SC.3	4.2						
	SC.8	4.4						
	SS.1	4.7						
	SS.5	4.8						
	SS.6							

Core-Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A 9	CA 5	1 8	MA / IV.. / 9-12 / 2 / d	CA / II.. / 9-12 / 5 / c	SC / II.A / 9-12 / 1 / a	SS / I.C / 9-12 / 7 / n	HP / IV.B / 9-12 / 1 / a	HP / IV.B / 9-12 / 3 / b
	CA 7	1 9		CA / III.. / 9-12 / 1 / b				
	FA 5	1 10						
	HP 1	2 3						
	HP 2	2 6						
	MA 1	3 1						
	SC 8	3 2						
	SS 6	3 3						
		3 6						
		3 7						
		4 6						
		4 7						
A 10	CA 3	1 2	MA / IV.. / 9-12 / 2 / d	CA / IV.. / 9-12 / 1 / b	SC / II.C / 9-12 / 1 / a	SS / I.C / 9-12 / 5 / d		
	CA 6	1 6						
	CA 7	2 3						
	FA 1	3 1						
	FA 5	3 2						
	HP 2	3 3						
	HP 6	3 7						
	HP 7	4 3						
	MA 3	4 6						
	MA 6	4 8						
	SC 3							
	SC 4							
	SC 6							
	SC 8							
	SS 3							
	SS 5							
	SS 7							
A 11	CA 1	1 4	MA / IV.. / 9-12 / 2 / d		SC / II.C / 9-12 / 1 / a			
	CA 4	1 5						
	CA 5	1 6						
	FA 1	1 7						
	FA 2	1 8						
	HP 1	2 2						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP 2	2.1						
	HP 5	2.7						
	MA 1	3.2						
	MA 4	3.3						
	MA 5	3.4						
	MA 6	4.3						
	SC 2	4.4						
	SC 5	4.5						
	SC 6	4.8						
	SC 7							
	SS 2							
	SS 3							
	SS 7							
A 12	CA 7	1.1				SS/1D/9-12/2/g		
	FA 1	1.4						
	FA 4	1.5						
	FA 5	1.8						
	HP 2	2.6						
	HP 3	2.7						
	HP 5	3.8						
	HP 6	4.5						
	MA 3	4.6						
	MA 6	4.8						
	SC 8							
	SS 4							
	SS 6							
	SS 7							
A 13	CA 4	1.1				SS/1D/9-12/4/h	HP/1A/9-12/1/a	
	CA 6	1.2				SS/1D/9-12/4/i		
	CA 7	1.3						
	FA 4	1.8						
	FA 5	1.9						
	HP 2	2.3						
	HP 3	2.6						
	HP 5	2.7						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.6	3.1						
	SC.3	3.2						
	SC.4	3.5						
	SC.8	3.8						
	SS.4	4.1						
	SS.5	4.5						
	SS.7	4.8						
A.14	CA.5	1.1		CA / I. / 9-12 / 1 / b		SS / II.C / 9-12 / 3 / b	HP / II.A / 9-12 / 2 / *	
	CA.6	1.5		CA / I. / 9-12 / 1 / c				
	FA.1	1.9						
	HP.5	1.10						
	MA.6	2.3						
	SC.8	2.7						
	SS.4	3.1						
	SS.7	3.3						
		3.4						
		3.5						
		3.6						
		4.8						
A.15	CA.1	1.1		CA / IV. / 9-12 / 1 / b		SS / I.C / 9-12 / 5 / *		
	CA.4	1.2				SS / II.B / 9-12 / 4 / m		
	CA.5	1.3						
	CA.6	1.4						
	CA.7	1.5						
	FA.1	1.6						
	FA.5	1.7						
	HP.7	1.8						
	MA.1	1.9						
	SC.3	1.10						
	SC.8	2.1						
	SS.1	2.2						
	SS.2	2.3						
	SS.3	2.4						
	SS.4	2.5						
	SS.5	2.6						

Core-Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS 6	2.7						
	SS 7	3.1						
		3.2						
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.2						
		4.3						
		4.4						
		4.5						
		4.6						
		4.7						
		4.8						
A.16	CA.4	1.4	MA/L./9-12/4/d	CA/L./9-12/3/b		SS/II.B/9-12/2/i		FA/IV.B/9-12/3/a
	CA.5	1.5		CA/II./9-12/2/b				
	FA.2	1.6		CA/II./9-12/6/b				
	HP.5	1.7						
	HP.6	1.8						
	MA.3	2.2						
	MA.6	2.6						
	SC.8	2.7						
	SS.4	3.1						
	SS.7	3.2						
		3.3						
		3.5						
		3.7						
		4.1						
		4.5						
A.17	CA.1	1.10	MA/L./9-12/1/d			SS/II.D/9-12/2/h		
	CA.4	2.1						
	FA.1	2.2						
	HP.3	2.3						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.6	2.6						
	SC.3	2.7						
	SC.8	3.2						
	SS.4	3.3						
		3.6						
		3.7						
		4.1						
		4.4						
A.18	CA.1	1.1		CA/IV../9-12/3/d	SC/II.A/9-12/2/a	SS/II.C/9-12/4/m	HP/II.A/9-12/2/	*
	CA.4	1.4		CA/IV../9-12/3/1		SS/II.C/9-12/4/n		
	CA.6	1.8				SS/IV.B/9-12/4/j		
	CA.7	1.10						
	FA.1	2.1						
	FA.5	2.3						
	HP.6	2.5						
	HP.7	2.6						
	MA.1	3.3						
	SC.3	3.6						
	SC.8	4.3						
	SS.1	4.4						
	SS.6	4.5						
		4.6						
		4.8						
A.19	CA.6	1.1	MA/II../9-12/3/h	CA/I../9-12/2/a		SS/II.B/9-12/4/1	HP/II.C/9-12/2/a	FA/III.C/9-12/2/a
	FA.1	1.3		CA/I../9-12/3/a		SS/III.C/9-12/8/k		
	FA.4	1.6		CA/I../9-12/3/b				
	HP.5	1.9		CA/I../9-12/3/c				
	HP.6	1.10		CA/I../9-12/3/d				
	MA.1	2.1		CA/I../9-12/3/e				
	MA.3	2.3						
	MA.6	2.6						
	SC.4	2.7						
	SC.8	3.2						
	SS.2	3.6						
	SS.4	3.8						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS.5	4.3						
	SS.7	4.4						
		4.6						
		4.8						
A.20	CA.4	1.4	MA/L./5-6/4/c	CA/L./9-12/1/b		SS/ID/9-12/2/g	HP/IIA/9-12/2/*	
	CA.6	1.6		CA/L./9-12/1/c		SS/ID/9-12/2/h		
	FA.1	1.8				SS/IVD/9-12/2/e		
	FA.2	1.10				SS/IVD/9-12/2/g		
	HP.5	2.6				SS/IVD/9-12/2/k		
	HP.6	2.7						
	MA.3	3.4						
	MA.6	4.4						
	SC.6	4.5						
	SC.8	4.6						
	SS.4	4.7						
	SS.7	4.8						
B.1	CA.6	1.3	MA/II./9-12/1/a	CA/L./9-12/6/c	SC/IIA/9-12/1/a	SS/II.E/9-12/4/j	HP/IA/9-12/1/a	FA/LD/9-12/3/a
	FA.4	1.7					HP/IA/9-12/2/a	
	HP.2	1.8					HP/IB/9-12/3/a	
	HP.4	1.9					HP/IIA/9-12/1/a	
	MA.6	1.10					HP/IIA/9-12/2/a	
	SC.8	2.4					HP/IIA/9-12/3/a	
	SS.6	2.5						
		2.7						
		3.2						
		3.3						
		3.8						
		4.5						
		4.7						
		4.8						
B.2	CA.5	1.3	MA/X./9-12/2/a	CA/II./9-12/3/a	SC/VIIA/9-12/1/a	SS/IVA/9-12/3/*	HP/IA/9-12/1/a	FA/LD/9-12/3/a
	FA.4	1.6	MA/X./9-12/4/a		SC/VIIA/9-12/2/a	SS/IVA/9-12/8/*	HP/IA/9-12/2/a	
	HP.2	2.5				SS/IVB/9-12/4/o		
	HP.6	2.6						
	MA.2	3.3						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.6	4.3						
	SC.3	4.7						
	SC.8							
	SS.6							
B.3	CA.7	1.2	MA/X../9-12/4/a	CA/II../9-12/3/a	SC/VIII.A/9-12/2/a	SS/IV.A/9-12/3/i	HP/III.D/9-12/1/a	
	HP.2	1.3						
	HP.5	1.10						
	MA.6	2.4						
	SC.3	3.2						
	SC.8	3.7						
	SS.6	4.7						
		4.8						
B.4	CA.7	1.2	MA/X../9-12/4/c	CA/II../9-12/3/a	SC/VIII.A/9-12/2/a	SS/IV.A/9-12/3/i	HP/II.C/9-12/2/a	
	FA.2	1.3					HP/II.C/9-12/3/a	
	HP.2	1.9					HP/II.D/9-12/1/a	
	HP.5	1.10						
	SC.3	2.3						
	SC.8	3.3						
	SS.6	3.4						
		4.3						
		4.7						
		4.8						
B.5	CA.7	1.3			SC/II.A/9-12/1/a	SS/II.C/9-12/5/*		
	HP.1	1.10				SS/II.B/9-12/4/m		
	SC.8	2.4						
	SS.6	2.6						
		3.4						
		4.1						
		4.7						
B.6	CA.6	1.10	MA/IV../9-12/3/d	CA/IV../9-12/3/i		SS/IV.A/9-12/8/j		
	CA.7	2.3						
	FA.3	2.4						
	HP.2	3.2						
	HP.5	3.3						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.6	3.6						
	SS.1	4.3						
	SS.6	4.4						
		4.5						
		4.6						
		4.7						
		4.8						
B.7	CA.1	1.4		CA / L. / 9-12 / 3 / a		SS / II.C / 9-12 / 3 / b		
	CA.4	1.5		CA / L. / 9-12 / 6 / a		SS / II.D / 9-12 / 2 / n		
	FA.1	1.10		CA / L. / 9-12 / 6 / c				
	HP.2	2.6						
	MA.3	2.7						
	SC.3	3.3						
	SC.8	4.8						
	SS.4							
	SS.7							
B.8	CA.1	1.1				SS / II.C / 9-12 / 3 / b		
	CA.4	1.5				SS / II.D / 9-12 / 2 / n		
	FA.1	1.10						
	HP.2	2.6						
	MA.3	2.7						
	SC.3	3.2						
	SC.8	4.8						
	SS.4							
	SS.7							
B.9	CA.1	1.10				SS / II.C / 9-12 / 3 / b		
	CA.4	2.3				SS / II.D / 9-12 / 2 / n		
	FA.1	2.4						
	HP.2	3.2						
	MA.3	4.8						
	SC.3							
	SC.8							
	SS.4							
	SS.7							

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
B.10	CA.1	1.1				SS/II.C/9-12/3/b	HP/I.B/9-12/5/a	
	CA.4	1.2				SS/II.D/9-12/2/n		
	FA.1	1.3						
	HP.2	1.5						
	MA.3	1.10						
	SC.3	2.6						
	SC.8	2.7						
	SS.4	3.2						
B.11	SS.7	4.8						
	CA.1	1.1	MA/I./9-12/1/c	CA/I./9-12/1/b		SS/II.C/9-12/3/b	HP/I.B/9-12/5/a	
	CA.4	1.2	MA/I./9-12/2/b					
	FA.1	1.3						
	HP.2	1.5						
	MA.3	1.10						
	SC.3	2.6						
	SC.8	3.2						
B.12	SS.4	3.6						
	SS.7	4.8						
	CA.1	1.1		CA/I./9-12/1/c				
	CA.4	1.2		CA/I./9-12/1/d				
	FA.1	1.3						
	HP.2	1.5						
	MA.3	1.10						
	SC.3	2.6						
B.13	SC.8	2.7						
	SS.4	3.2						
	SS.7	3.6						
	SS.7	4.8						
	CA.1	1.1		CA/I./9-12/6/a	SC/VII.A/9-12/4/a	SS/II.C/9-12/3/b	HP/I.B/9-12/5/a	
	CA.4	1.2		CA/I./9-12/6/c				
	FA.1	1.3						
	HP.2	1.5						
B.13	MA.3	1.10						
	SC.3	2.6						
	SC.8	3.2						
	SC.8	3.2						

Core-Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS.4	3.6						
	SS.7	4.8						
B.14	CA.1	1.4	MA/IV../9-12/3/d	CA/IV../9-12/2/d	SC/VILC/9-12/2/a	SS/III.D/9-12/3/d	HP/I.B/9-12/5/a	FA/III.D/9-12/7/a
	CA.4	1.8				SS/IV.D/9-12/1/m	HP/II.D/9-12/2/a	FA/IV.B/9-12/4/a
	FA.1	1.10						
	HP.2	2.3						
	MA.3	2.6						
	SC.3	2.7						
	SC.8	3.2						
	SS.4	3.6						
	SS.7	4.8						
B.15	CA.6	1.10	MA/IV../9-12/3/d					FA/IV.A/9-12/6/a
	CA.7	2.3						
	FA.3	2.4						
	HP.2	3.2						
	HP.5	3.3						
	HP.6	3.6						
	SS.1	4.3						
	SS.6	4.4						
		4.5						
		4.6						
		4.7						
		4.8						
C.1	CA.1	1.1	MA/II../9-12/1/c	CA/II../9-12/5/b		SS/II.B/9-12/5/d		
	CA.2	1.2						
	CA.3	1.4						
	CA.4	1.5						
	CA.5	1.6						
	CA.6	1.10						
	CA.7	2.1						
	FA.1	2.2						
	FA.3	2.3						
	FA.5	2.4						
	MA.3	2.6						
	SC.8	2.7						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS.5	3.1						
	SS.6	3.2						
	SS.7	3.5						
		3.8						
		4.1						
		4.2						
		4.8						
C.2	CA.3	1.1						
	CA.5	1.2						
	CA.6	1.3						
	CA.7	1.5						
	FA.1	1.6						
	FA.4	1.7						
	HP.1	1.9						
	HP.2	1.10						
	HP.5	2.1						
	HP.6	2.2						
	HP.7	2.3						
	MA.1	2.6						
	MA.6	2.7						
	SC.3	3.1						
	SC.4	3.2						
	SC.8	3.3						
	SS.1	3.4						
	SS.2	3.6						
	SS.3	3.7						
	SS.4	3.8						
	SS.5	4.1						
	SS.6	4.3						
	SS.7	4.5						
		4.6						
		4.7						
C.3	CA.1	1.1	MA / II.. / 9-12 / 1 / d	CA / II.. / 9-12 / 6 / a		SS / I.B / 9-12 / 2 / c		
	CA.4	1.2	MA / II.. / 9-12 / 1 / h			SS / II.C / 9-12 / 3 / c		
	CA.5	1.4						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.6	1.5						
	CA.7	1.7						
	FA.1	1.8						
	FA.3	1.10						
	FA.5	2.1						
	HP.2	2.3						
	HP.6	2.4						
	HP.7	2.6						
	MA.3	2.7						
	MA.6	3.1						
	SC.8	3.2						
	SS.4	3.3						
	SS.6	3.4						
	SS.7	3.6						
		3.7						
		3.8						
		4.1						
		4.2						
		4.4						
C.4	CA.5	1.10						
	CA.7	2.2						
	FA.1	2.5						
	FA.3	2.6						
	FA.4	3.5						
	FA.5	4.1						
	HP.1	4.2						
	HP.2	4.4						
	HP.3	4.7						
	HP.4	4.8						
	HP.6							
	MA.2							
	SC.2							
	SC.3							
	SC.8							
	SS.6							

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
C.5	CA.1	1.3	MA/IL/9-12/1/d	CA/IL/9-12/6/a		SS/ILC/9-12/3/1		FA/IVB/9-12/3/a
	CA.2	1.4	MA/IL/9-12/1/h					
	CA.3	1.5						
	CA.5	1.6						
	CA.6	1.7						
	CA.7	1.9						
	FA.1	1.10						
	FA.3	2.1						
	FA.5	2.3						
	HP.2	2.4						
	HP.7	2.6						
	MA.1	2.7						
	MA.6	3.2						
	SC.3	3.3						
	SC.8	3.6						
	SS.3	3.8						
	SS.6	4.1						
		4.5						
		4.6						
C.6	CA.5	1.10	MA/IL/9-12/1/d	CA/IV/9-12/3/b	SC/IB/9-12/1/a	SS/LA/9-12/1/c	HP/LA/9-12/4/b	FA/LA/9-12/1/a
	FA.1	2.1	MA/IL/9-12/1/h		SC/ILC/9-12/1/a			
	HP.2	2.4						
	MA.3	3.3						
	SC.3	3.4						
	SC.8	4.4						
	SS.6	4.6						
C.7	CA.1	1.4	MA/IL/9-12/1/c	CA/IV/9-12/1*		SS/IB/9-12/5/k		
	CA.4	1.5	MA/IL/9-12/1/h			SS/IB/9-12/5/m		
	CA.6	1.8						
	FA.1	2.1						
	HP.6	2.6						
	MA.3	2.7						
	MA.6	3.4						
	SC.8	3.8						
	SS.7	4.5						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.8						
C.8	CA.1	1.4	MA / L / 9-12 / 98 / #					
	CA.4	1.5						
	CA.6	1.8						
	HP.6	2.1						
	MA.3	2.6						
	MA.6	2.7						
	SC.8	3.4						
	SS.7	3.8						
		4.5						
		4.8						
C.9	CA.1	1.4	MA / L / 9-12 / 4 / c					
	CA.4	1.8						
	CA.6	2.6						
	HP.6	2.7						
	MA.3	3.3						
	MA.6	3.7						
	SC.8	4.3						
	SS.7	4.4						
		4.5						
		4.8						
C.10	CA.1	1.10						
	CA.4	2.1						
	CA.6	2.4						
	HP.6	3.3						
	MA.3	3.4						
	MA.6	4.4						
	SC.8	4.6						
	SS.7							
D.1	CA.3	1.6	MA / L / 9-12 / 2 / b					
	CA.4	1.8						
	CA.5	2.1						
	FA.1	2.2						
	FA.4	2.4						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.1	3.2						
	HP.2	3.3						
	HP.4	3.6						
	MA.1	4.1						
	MA.3							
	MA.5							
	MA.6							
	SC.2							
	SC.6							
	SC.7							
	SC.8							
	SS.4							
	SS.5							
	SS.7							
D.2	CA.4	1.1	MA / IL / 9-12 / 1 / h			SS / IL.D / 9-12 / 4 / l		
	FA.1	1.2	MA / IV. / 9-12 / 3 / d			SS / IL.D / 9-12 / 4 / k		
	FA.2	1.4						
	FA.4	1.6						
	HP.1	1.8						
	HP.6	1.9						
	MA.1	1.10						
	MA.2	2.2						
	MA.3	2.3						
	MA.6	3.1						
	SC.7	3.6						
	SC.8	3.7						
	SS.4	4.1						
	SS.7	4.5						
		4.6						
		4.8						
D.3	CA.4	1.4	MA / L. / 9-12 / 3 / d			SS / IL.C / 9-12 / 3 / c		
	CA.5	1.6	MA / L. / 9-12 / 3 / e					
	FA.1	1.7						
	MA.1	1.8						
	MA.6	2.2						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.8	2.6						
	SS.7	2.7						
		3.8						
		4.5						
D.4	CA.4	1.4	MA / IX.. / 9-12 / 2 / b					
	CA.5	1.5						
	FA.4	1.7						
	HP.6	2.1						
	MA.1	2.2						
	MA.3	2.7						
	MA.6	3.1						
	SC.8	3.2						
	SS.7	3.5						
		3.6						
		4.4						
		4.5						
D.5	CA.1	1.1	MA / IX.. / 9-12 / 2 / b	CA / II.. / 9-12 / 4 / b	SC / I.A / 9-12 / 4 / a	SS / IV.E / 9-12 / 1 / c		FA / I.A / 9-12 / 3 / a
	CA.3	1.3			SC / III.A / 9-12 / 1 / a	SS / IV.E / 9-12 / 2 / h		
	CA.4	1.4						
	FA.3	1.5						
	FA.4	1.6						
	HP.6	1.7						
	MA.2	1.8						
	MA.4	1.10						
	MA.5	2.1						
	MA.6	2.2						
	SC.8	2.5						
	SS.4	2.6						
	SS.7	2.7						
		3.3						
		3.4						
		3.6						
		3.8						
		4.4						
		4.5						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.8						
E.1	CA.3	1.4						
	CA.4	1.5						
	CA.5	1.7						
	CA.6	1.8						
	FA.1	2.1						
	HP.2	2.2						
	HP.4	2.7						
	HP.5	3.1						
	HP.6	3.4						
	MA.1	3.5						
	MA.3	3.6						
	MA.6	4.1						
	SC.4	4.5						
	SC.8	4.6						
	SS.4	4.8						
	SS.7							
E.2	CA.3	1.4						
	CA.4	1.5						
	CA.5	1.7						
	CA.6	1.8						
	FA.1	2.1						
	HP.2	2.2						
	HP.4	2.7						
	HP.5	3.1						
	HP.6	3.4						
	MA.1	3.5						
	MA.3	3.6						
	MA.6	4.1						
	SC.4	4.5						
	SC.8	4.6						
	SS.4	4.8						
	SS.7							
E.3	CA.3	1.2	MA / I.. / 9-12 / 4 / d	CA / IV.. / 9-12 / 1 / a		SS / I.D / 9-12 / 2 / i		
	CA.4	1.4						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.5	1.8						
	CA.6	1.10						
	FA.1	2.1						
	FA.4	2.7						
	HP.3	3.6						
	HP.5	3.8						
	HP.6	4.3						
	HP.7	4.5						
	MA.1	4.6						
	MA.3	4.8						
	MA.6							
	SC.3							
	SC.4							
	SC.8							
	SS.1							
	SS.4							
	SS.5							
	SS.6							
	SS.7							
E.4	CA.3	1.2						
	CA.4	1.4						
	CA.5	1.8						
	CA.6	1.10						
	FA.1	2.1						
	FA.4	2.7						
	HP.3	3.6						
	HP.5	3.8						
	HP.6	4.3						
	HP.7	4.5						
	MA.1	4.6						
	MA.3	4.8						
	MA.6							
	SC.3							
	SC.4							
	SC.8							

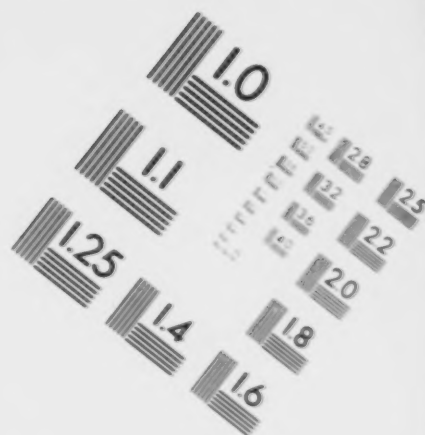
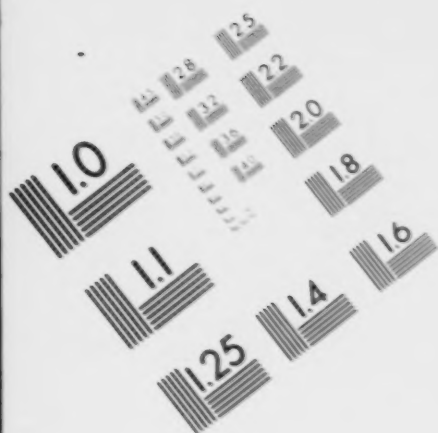


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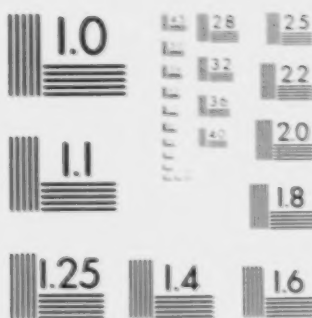
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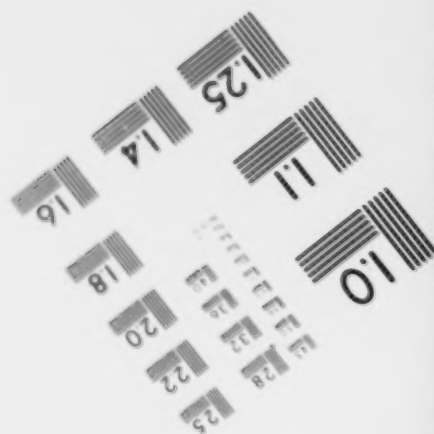
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Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS.1							
	SS.4							
	SS.5							
	SS.6							
	SS.7							
E.5	CA.3	1.2						
	CA.4	1.4						
	CA.5	1.8						
	CA.6	1.10						
	FA.1	2.1						
	FA.4	2.7						
	HP.3	3.6						
	HP.5	3.8						
	HP.6	4.3						
	HP.7	4.5						
	MA.1	4.6						
	MA.3	4.8						
	MA.6							
	SC.3							
	SC.4							
	SC.8							
	SS.1							
	SS.4							
	SS.5							
	SS.6							
	SS.7							
E.6	CA.3	1.2						
	CA.4	1.4						
	CA.5	1.8						
	CA.6	1.10						
	FA.1	2.1						
	FA.4	2.7						
	HP.3	3.6						
	HP.5	3.8						
	HP.6	4.3						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.7	4.5						
	MA.1	4.6						
	MA.3	4.8						
	MA.6							
	SC.3							
	SC.4							
	SC.8							
	SS.1							
	SS.4							
	SS.5							
	SS.6							
	SS.7							
E.7	CA.6	1.1				SS/III.B/9-12/7/o	HP/III.B/9-12/1/a	
	HP.5	1.2					HP/III.B/9-12/1/b	
	MA.3	1.3					HP/III.B/9-12/2/a	
	SC.3	1.8					HP/III.B/9-12/3/a	
	SC.8	1.10					HP/III.B/9-12/4/a	
	SS.3	2.1					HP/III.B/9-12/5/a	
		2.3					HP/III.C/9-12/1/a	
		2.7						
		3.1						
		3.2						
		3.7						
		3.8						
		4.2						
		4.4						
		4.6						
		4.7						
		4.8						
E.8	CA.6	1.1					HP/III.C/9-12/1/a	
	HP.5	1.2						
	MA.3	1.3						
	SC.3	1.8						
	SC.8	1.10						
	SS.3	2.1						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.3						
		2.7						
		3.1						
		3.2						
		3.7						
		3.8						
		4.2						
		4.4						
		4.6						
		4.7						
		4.8						
E.9	CA.6	1.1						
	HP.5	1.2						
	MA.3	1.3						
	SC.3	1.8						
	SC.8	1.10						
	SS.3	2.1						
		2.3						
		2.7						
		3.1						
		3.2						
		3.7						
		3.8						
		4.2						
		4.4						
		4.6						
		4.7						
		4.8						
E.10	CA.6	1.1						
	HP.5	1.2						
	MA.3	1.3						
	SC.3	1.8						
	SC.8	1.10						
	SS.3	2.1						
		2.3						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.7						
		3.1						
		3.2						
		3.7						
		3.8						
		4.2						
		4.4						
		4.6						
		4.7						
		4.8						
E.11	CA.6	1.1		CA/L/9-12/1/b	SC/IV.C/9-12/2/a	SS/IB/9-12/2/j	HP/III.A/9-12/9/a	
	HP.5	1.2		CA/L/9-12/2/a			HP/III.A/9-12/9/b	
	HP.6	1.4		CA/L/9-12/2/c			HP/III.D/9-12/1/a	
	MA.3	1.7					HP/III.D/9-12/1/b	
	SC.4	4.7						
	SC.8							
E.12	MA.1	1.1				SS/LD/9-12/1/d		
	SC.8	1.2				SS/LD/9-12/1/i		
	SS.3	1.3						
	SS.4	1.5						
		1.6						
		1.8						
		2.3						
		2.7						
		3.7						
		3.8						
		4.2						
		4.3						
		4.5						
		4.8						
E.13	MA.1	1.1				SS/LD/9-12/1/d		
	SC.8	1.2				SS/LD/9-12/1/i		
	SS.3	1.3						
	SS.4	1.5						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.6						
		1.8						
		2.3						
		2.7						
		3.7						
		3.8						
		4.2						
		4.3						
		4.5						
		4.8						
E.14	MA.1	1.1				SS/II.D/9-12/2/c		
	SC.8	1.2				SS/II.D/9-12/3/c		
	SS.3	1.3						
	SS.4	1.5						
		1.6						
		1.8						
		2.3						
		2.7						
		3.7						
		3.8						
		4.2						
		4.3						
		4.5						
		4.8						
E.15	MA.1	1.1						
	SC.8	1.2						
	SS.3	1.3						
	SS.4	1.5						
		1.6						
		1.8						
		2.3						
		2.7						
		3.7						
		3.8						
		4.2						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.3						
		4.5						
		4.8						
E.16	MA.1	1.1			SC/II.B/9-12/2/a	SS/II.D/9-12/2/c		
	SC.8	1.2				SS/II.D/9-12/3/c		
	SS.3	1.3						
	SS.4	1.5						
		1.6						
		1.8						
		2.3						
		2.7						
		3.7						
		3.8						
		4.2						
		4.3						
		4.5						
		4.8						
E.17	MA.1	1.1						
	SC.8	1.2						
	SS.3	1.3						
	SS.4	1.5						
		1.6						
		1.8						
		2.3						
		2.7						
		3.7						
		3.8						
		4.2						
		4.3						
		4.5						
		4.8						
E.18	MA.1	1.1						
	SC.8	1.2						
	SS.3	1.3						
	SS.4	1.5						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.6						
		1.8						
		2.3						
		2.7						
		3.7						
		3.8						
		4.2						
		4.3						
		4.5						
		4.8						
E.19	MA.1	1.1						
	SC.8	1.2						
	SS.3	1.3						
	SS.4	1.5						
		1.6						
		1.8						
		2.3						
		2.7						
		3.7						
		3.8						
		4.2						
		4.3						
		4.5						
		4.8						
E.20	CA.6	1.1						
	FA.4	1.2						
	HP.6	1.5						
	MA.1	1.7						
	SC.4	1.8						
	SC.8	2.2						
	SS.2	2.6						
		3.1						
		4.5						
		4.6						
		4.8						

Core Employment Skills

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
E.21	* CA.6	1.1						
	FA.4	1.2						
	HP.6	1.5						
	MA.1	1.7						
	SC.4	1.8						
	SC.8	2.2						
	SS.2	2.6						
		3.1						
		4.5						
		4.6						
		4.8						
E.22	CA.6	1.1						
	FA.4	1.2						
	HP.6	1.5						
	MA.1	1.7						
	SC.4	1.8						
	SC.8	2.2						
	SS.2	2.6						
		3.1						
		4.5						
		4.6						
		4.8						

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / V... / 9-12 / 1 / *					
			MA / VI... / 9-12 / 1 / *					
C.1	FA.1	1.5	MA / IV... / 9-12 / 2 / *					FA / IV.C / 9-12 / 4 / a
	FA.2	3.5	MA / IV... / 9-12 / 3 / *					FA / IV.D / 9-12 / 2 / a
	MA.1	3.6	MA / V... / 9-12 / 1 / *					
	MA.5	4.5	MA / V... / 9-12 / 2 / *					
C.2	FA.1	1.5	MA / I... / 9-12 / 98 / #					FA / I.A / 9-12 / 98 / #
	FA.2	3.5						
	MA.1	3.6						
	MA.5	4.5						
C.3	FA.1	1.5	MA / I... / 9-12 / 98 / #					FA / I.A / 9-12 / 98 / #
	FA.2	3.5						
	MA.1	3.6						
	MA.5	4.5						
C.4	FA.1	1.5	MA / I... / 9-12 / 98 / #					FA / I.A / 9-12 / 98 / #
	FA.2	3.5						
	MA.1	3.6						
	MA.5	4.5						
C.5	FA.1	1.5	MA / I... / 9-12 / 98 / #					FA / I.A / 9-12 / 98 / #
	FA.2	3.5						
	MA.1	3.6						
	MA.5	4.5						
C.6	FA.1	1.5	MA / I... / 9-12 / 98 / #					FA / I.A / 9-12 / 98 / #
	FA.2	3.5						
	MA.1	3.6						
	MA.5	4.5						
C.7	FA.1	1.5	MA / I... / 9-12 / 98 / #					FA / I.A / 9-12 / 98 / #
	FA.2	3.5						
	MA.1	3.6						
	MA.5	4.5						
C.8	FA.1	1.5	MA / I... / 9-12 / 98 / #					FA / I.A / 9-12 / 98 / #
	FA.2	3.5						
	MA.1	3.6						

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.5	4.5						
C.9	FA.1	1.5	MA/I.. /9-12 /98 /#					FA/I.A/9-12/98 /#
	FA.2	3.5						
	MA.1	3.6						
	MA.5	4.5						
C.10	FA.1	1.5	MA/I.. /9-12 /98 /#					FA/I.A/9-12/98 /#
	FA.2	3.5						
	MA.1	3.6						
	MA.5	4.5						
C.11	FA.1	1.5	MA/I.. /9-12 /98 /#					FA/I.A/9-12/98 /#
	FA.2	3.5						
	MA.1	3.6						
	MA.5	4.5						
C.12	FA.1	1.5	MA/I.. /9-12 /98 /#					FA/I.A/9-12/98 /#
	FA.2	3.5						
	MA.1	3.6						
	MA.5	4.5						
C.13	MA.1	1.1	MA/I.. /9-12 /3 /b		SC/I.A/9-12 /4 /a			
	MA.2	1.4	MA/IV.. /9-12 /2 /*					
	MA.5	3.1	MA/IV.. /9-12 /3 /*					
	SC.8	3.4	MA/V.. /9-12 /3 /*					
C.14	MA.1	1.1	MA/I.. /9-12 /98 /#		SC/I.A/9-12 /4 /a			
	MA.2	1.4						
	MA.5	3.1						
	SC.8	3.4						
C.15	MA.1		MA/IV.. /9-12 /2 /*					
	MA.2		MA/IV.. /9-12 /3 /*					
	MA.5		MA/V.. /9-12 /1 /*					
C.16	MA.1		MA/I.. /9-12 /98 /#					
	MA.2							
	MA.5							
C.17	MA.1		MA/I.. /9-12 /98 /#					
	MA.2							

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.5							
C.18	MA.1 MA.2 MA.5		MA / L. / 9-12 / 98 / #					
C.19		3.3 3.6						
D.1	CA.3 SC.8	1.5 3.3		CA / L. / 9-12 / 1 / * CA / L. / 9-12 / 2 / * CA / L. / 9-12 / 3 / *	SC / I.A / 9-12 / 4 / a			
D.2	CA.3 SC.8	1.5 3.3		CA / L. / 9-12 / 98 / #	SC / I.A / 9-12 / 4 / a			
D.3	CA.3 SC.8	1.5 3.3		CA / L. / 9-12 / 98 / #	SC / I.A / 9-12 / 4 / a			
D.4	CA.3 SC.8	1.5 3.3		CA / L. / 9-12 / 98 / #	SC / I.A / 9-12 / 4 / a			
D.5	CA.3 SC.8	1.5 3.3		CA / L. / 9-12 / 98 / #	SC / I.A / 9-12 / 4 / a			
D.6	HP.5 SC.8	4.7		CA / L. / 9-12 / 98 / #	SC / I.A / 9-12 / 4 / a		HP / III.B / 9-12 / 2 / *	
E.1	CA.3 SC.8	1.5 3.3		CA / L. / 9-12 / 98 / #	SC / I.A / 9-12 / 4 / a			
E.2	CA.3 SC.8	1.5 3.3		CA / L. / 9-12 / 98 / #	SC / I.A / 9-12 / 4 / a			
E.3	CA.3 SC.8	1.5 3.3		CA / L. / 9-12 / 98 / #	SC / I.A / 9-12 / 4 / a			
E.4	HP.5 SC.8	4.7			SC / I.A / 9-12 / 4 / a		HP / III.B / 9-12 / 2 / *	
F.1	FA.1 FA.2 FA.3 HP.6 MA.1	2.5 2.7 3.2 3.3 3.5	MA / L. / 9-12 / 3 / b MA / L. / 9-12 / 3 / d MA / L. / 9-12 / 4 / b MA / L. / 9-12 / 4 / d MA / III. / 9-12 / 4 / d				HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 1 / a FA / IV.D / 9-12 / 1 / b FA / IV.D / 9-12 / 1 / c FA / IV.D / 9-12 / 7 / a

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.2	3.6	MA / III.. / 9-12 / 5 / d					
	MA.3	4.5	MA / IV.. / 9-12 / 2 / *					
	MA.5	4.7	MA / IV.. / 9-12 / 3 / *					
			MA / V.. / 9-12 / 1 / b					
			MA / V.. / 9-12 / 1 / c					
			MA / VI.. / 9-12 / 1 / l					
			MA / VI.. / 9-12 / 1 / k					
			MA / VI.. / 9-12 / 2 / l					
			MA / VI.. / 9-12 / 2 / k					
			MA / VII.. / 9-12 / 5 / h					
			MA / VIII.. / 9-12 / 3 / *					
			MA / X.. / 9-12 / 1 / a					
F.2	FA.1	2.5	MA / I.. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.3	FA.1	2.5	MA / I.. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.4	FA.1	2.5	MA / I.. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.5	4.7						
F.5	FA.1	2.5	MA/1.. / 9-12 / 98 / #				HP / 1.A / 9-12 / 98 / #	FA / 1.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.6	FA.1	2.5	MA/1.. / 9-12 / 98 / #				HP / 1.A / 9-12 / 98 / #	FA / 1.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	FA.5	3.3						
	HP.6	3.5						
	MA.1	3.6						
	MA.2	4.5						
	MA.3	4.7						
	MA.5							
F.7	FA.1	2.5	MA/1.. / 9-12 / 98 / #				HP / 1.A / 9-12 / 98 / #	FA / 1.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.8	FA.1	2.5	MA/1.. / 9-12 / 98 / #				HP / 1.A / 9-12 / 98 / #	FA / 1.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
F.9	FA.1	2.5	MA / L / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.10	FA.1	2.5	MA / L / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.11	FA.1	2.5	MA / L / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.12	FA.1	2.5	MA / L / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.13	FA.1	2.5	MA / L / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.14	FA.1	2.5	MA / L / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.15	FA.1	2.5	MA / L / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.16	FA.1	2.5	MA / L / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.17	FA.1	2.5	MA / L / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.18	FA.1	2.5	MA / L. / 9-12 / 98 / #				HP / 1.A / 9-12 / 98 / #	FA / 1.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.19	FA.1	2.5	MA / L. / 9-12 / 98 / #				HP / 1.A / 9-12 / 98 / #	FA / 1.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.20	FA.1	2.5	MA / L. / 9-12 / 98 / #				HP / 1.A / 9-12 / 98 / #	FA / 1.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.21	FA.1	2.5	MA / L. / 9-12 / 98 / #				HP / 1.A / 9-12 / 98 / #	FA / 1.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.3	4.5						
	MA.5	4.7						
F.22	FA.1	2.5	MA / L. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.23	FA.1	2.5	MA / L. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.24	FA.1	2.5	MA / L. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.25	FA.1	2.5	MA / L. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
F.26	FA.1	2.5	MA / 1.. / 9-12 / 98 / #				HP / 1.A / 9-12 / 98 / #	FA / 1.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.27	FA.1	2.5	MA / 1.. / 9-12 / 98 / #				HP / 1.A / 9-12 / 98 / #	FA / 1.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.28	FA.1	2.5	MA / 1.. / 9-12 / 98 / #				HP / 1.A / 9-12 / 98 / #	FA / 1.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.29	FA.1	2.5	MA / 1.. / 9-12 / 98 / #				HP / 1.A / 9-12 / 98 / #	FA / 1.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.30	FA.1	2.5	MA / 1.. / 9-12 / 98 / #				HP / 1.A / 9-12 / 98 / #	FA / 1.A / 9-12 / 98 / #
	FA.2	2.7						

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.31	FA.1	2.5	MA / I. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.32	FA.1	2.5	MA / I. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.33	FA.1	2.5	MA / I. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.34	FA.1	2.5	MA / I. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA 1	3.5						
	MA 2	3.6						
	MA 3	4.5						
	MA 5	4.7						
F.35	FA 1	2.5	MA / I.. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA 2	2.7						
	FA 3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.36	FA 1	2.5	MA / I.. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA 2	2.7						
	FA 3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.37	FA 1	2.5	MA / I.. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA 2	2.7						
	FA 3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
F.38	SC.1	3.2			SC / III.A / 9-12 / 2 / a			
	SC.8	3.3			SC / III.A / 9-12 / 3 / a			
		3.8			SC / III.B / 9-12 / 2 / a			
					SC / III.B / 9-12 / 3 / a			
					SC / III.C / 9-12 / 2 / a			
					SC / III.C / 9-12 / 3 / a			

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
F.39	SC.1	1.3			SC / III.B / 9-12 / 2 / a			
	SC.2	1.10						
		2.5						
F.40	FA.1	2.5	MA / I.. / 9-12 / 3 / b				HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 1 / a
	FA.2	2.7	MA / I.. / 9-12 / 3 / d					FA / IV.D / 9-12 / 1 / b
	FA.3	3.2	MA / I.. / 9-12 / 4 / b					FA / IV.D / 9-12 / 1 / c
	HP.6	3.3	MA / I.. / 9-12 / 4 / d					FA / IV.D / 9-12 / 7 / a
	MA.1	3.5	MA / III.. / 9-12 / 4 / d					
	MA.2	3.6	MA / III.. / 9-12 / 5 / d					
	MA.3	4.5	MA / IV.. / 9-12 / 2 / *					
	MA.5	4.7	MA / IV.. / 9-12 / 3 / *					
			MA / V.. / 9-12 / 1 / b					
			MA / V.. / 9-12 / 1 / c					
			MA / VI.. / 9-12 / 1 / i					
			MA / VI.. / 9-12 / 1 / k					
			MA / VI.. / 9-12 / 2 / i					
			MA / VI.. / 9-12 / 2 / k					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 5 / h					
			MA / X.. / 9-12 / 1 / a					
F.41	FA.1	2.5	MA / I.. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / c
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.3	4.5						
	MA.5	4.7						
G.1	FA.1	2.5	MA / I.. / 9-12 / 4 / b				HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 1 / a
	FA.2	2.7	MA / I.. / 9-12 / 4 / d					FA / IV.D / 9-12 / 1 / b
	FA.3	3.2	MA / IV.. / 9-12 / 2 / *					FA / IV.D / 9-12 / 1 / c
	HP.6	3.3	MA / IV.. / 9-12 / 3 / *					FA / IV.D / 9-12 / 7 / a
	MA.1	3.5	MA / V.. / 9-12 / 1 / *					
	MA.2	3.6	MA / VI.. / 9-12 / 1 / *					
	MA.5	4.5	MA / VI.. / 9-12 / 2 / *					

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.7	MA / VII. / 9-12 / 5 / *					
G.2	FA.1	2.5	MA / I. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.5	4.5						
		4.7						
G.3	FA.1	2.5	MA / I. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.5	4.5						
		4.7						
G.4	FA.1	2.5	MA / I. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.5	4.5						
		4.7						
G.5	FA.1	2.5	MA / I. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	FA.3	3.2						
	HP.6	3.3						
	MA.1	3.5						
	MA.2	3.6						
	MA.5	4.5						
		4.7						
G.6	FA.1	2.5	MA / I. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	FA 2	2.7						
	FA 3	3.2						
	HP 6	3.3						
	MA 1	3.5						
	MA 2	3.6						
	MA 5	4.5						
		4.7						
G.7	FA 1	2.5	MA / L. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA 2	2.7						
	FA 3	3.2						
	HP 6	3.3						
	MA 1	3.5						
	MA 2	3.6						
	MA 5	4.5						
		4.7						
G.8	FA 1	2.5	MA / L. / 9-12 / 98 / #				HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA 2	2.7						
	FA 3	3.2						
	HP 6	3.3						
	MA 1	3.5						
	MA 2	3.6						
	MA 5	4.5						
		4.7						
H.1	CA 3	1.5	MA / L. / 9-12 / 4 / *	CA / L. / 9-12 / 2 / *				FA / IV.D / 9-12 / 2 / a
	FA 1	2.5	MA / IV. / 9-12 / 2 / *					FA / IV.D / 9-12 / 2 / b
	FA 2	3.3	MA / IV. / 9-12 / 3 / *					
	FA 4	3.8	MA / VI. / 9-12 / 1 / *					
	MA 1	4.5	MA / VI. / 9-12 / 2 / *					
	MA 2	4.7						
	MA 5							
H.2	CA 3	1.5	MA / L. / 9-12 / 98 / #	CA / L. / 9-12 / 2 / *				FA / I.A / 9-12 / 98 / #
	FA 1	2.5						
	FA 2	3.3						
	FA 4	3.8						

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.1	4.5						
	MA.2	4.7						
	MA.5							
H.3	CA.3	1.5	MA / L / 9-12 / 98 / #	CA / L / 9-12 / 2 / *				FA / I.A / 9-12 / 98 / #
	FA.1	2.5						
	FA.2	3.3						
	FA.4	3.8						
	MA.1	4.5						
	MA.2	4.7						
	MA.5							
H.4	CA.3	1.5	MA / L / 9-12 / 98 / #	CA / L / 9-12 / 2 / *				FA / I.A / 9-12 / 98 / #
	FA.1	2.5						
	FA.2	3.3						
	FA.4	3.8						
	MA.1	4.5						
	MA.2	4.7						
	MA.5							
H.5	CA.3	1.5	MA / L / 9-12 / 98 / #	CA / L / 9-12 / 2 / *				FA / I.A / 9-12 / 98 / #
	FA.1	2.5						
	FA.2	3.3						
	FA.4	3.8						
	MA.1	4.5						
	MA.2	4.7						
	MA.5							
H.6	CA.3	1.5	MA / L / 9-12 / 98 / #	CA / L / 9-12 / 2 / *				FA / I.A / 9-12 / 98 / #
	FA.1	2.5						
	FA.2	3.3						
	FA.4	3.8						
	MA.1	4.5						
	MA.2	4.7						
	MA.5							
H.7	CA.3	1.5	MA / L / 9-12 / 98 / #	CA / L / 9-12 / 2 / *				FA / I.A / 9-12 / 98 / #
	FA.1	2.5						
	FA.2	3.3						

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	FA.4	3.8						
	MA.1	4.5						
	MA.2	4.7						
	MA.5							
H.8	CA.3	1.5	MA / I.. / 9-12 / 98 / #	CA / I.. / 9-12 / 2 / *				FA / I.A / 9-12 / 98 / #
	FA.1	2.5						
	FA.2	3.3						
	FA.4	3.8						
	MA.1	4.5						
	MA.2	4.7						
	MA.5							
H.9	CA.3	1.5	MA / I.. / 9-12 / 98 / #	CA / I.. / 9-12 / 2 / *				FA / I.A / 9-12 / 98 / #
	FA.1	2.5						
	FA.2	3.3						
	FA.4	3.8						
	MA.1	4.5						
	MA.2	4.7						
	MA.5							
H.10	MA.1	1.5	MA / IV.. / 9-12 / 2 / *					
	MA.2	2.5						
	MA.5	3.4						
		4.5						
		4.7						
H.11	MA.1	1.5	MA / IV.. / 9-12 / 2 / *					
	MA.2	2.5						
	MA.5	3.4						
		4.5						
		4.7						
H.12	MA.1	1.5	MA / IV.. / 9-12 / 2 / *					
	MA.2	2.5						
	MA.5	3.4						
		4.5						
		4.7						
H.13	MA.1	1.5	MA / IV.. / 9-12 / 2 / *					

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA 2	2.5						
	MA 5	3.4						
		4.5						
		4.7						
1.1	MA 1	2.5	MA / IV.. / 9-12 / 2 / *					
	MA 2	3.1	MA / IV.. / 9-12 / 3 / *					
	MA 5	3.2	MA / V.. / 9-12 / 1 / *					
		3.3	MA / VI.. / 9-12 / 1 / *					
			MA / VI.. / 9-12 / 2 / *					
1.2	MA 1	2.5	MA / L. / 9-12 / 98 / #					
	MA 2	3.1						
	MA 5	3.2						
		3.3						
1.3	MA 1	2.5	MA / L. / 9-12 / 98 / #					
	MA 2	3.1						
	MA 5	3.2						
		3.3						
1.4	MA 1	2.5	MA / L. / 9-12 / 98 / #					
	MA 2	3.1						
	MA 5	3.2						
		3.3						
1.5	MA 1	2.5	MA / L. / 9-12 / 98 / #					
	MA 2	3.1						
	MA 5	3.2						
		3.3						
1.6	MA 1	2.5	MA / L. / 9-12 / 98 / #					
	MA 2	3.1						
	MA 5	3.2						
		3.3						
1.7	MA 1	2.5	MA / L. / 9-12 / 98 / #					
	MA 2	3.1						
	MA 5	3.2						
		3.3						

Custom Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
I.8	MA.1	2.5	MA / I.. / 9-12 / 98 / #					
	MA.2	3.1						
	MA.5	3.2						
		3.3						
I.9	MA.1	2.5	MA / I.. / 9-12 / 98 / #					
	MA.2	3.1						
	MA.5	3.2						
		3.3						
I.10	MA.1	2.5	MA / I.. / 9-12 / 98 / #					
	MA.2	3.1						
	MA.5	3.2						
		3.3						
I.11	MA.1	2.5	MA / I.. / 9-12 / 98 / #					
	MA.2	3.1						
	MA.5	3.2						
		3.3						
I.12	MA.1	2.5	MA / I.. / 9-12 / 98 / #					
	MA.2	3.1						
	MA.5	3.2						
		3.3						
I.13	MA.1	2.5	MA / I.. / 9-12 / 98 / #					
	MA.2	3.1						
	MA.5	3.2						
		3.3						
I.14	MA.1	2.5	MA / I.. / 9-12 / 98 / #					
	MA.2	3.1						
	MA.5	3.2						
		3.3						

An asterisk (*) in the curriculum framework... indicates all "to do" statements in that section are applicable.

Exploratory Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	MA.1 SS.6	4.4	MA/L./5-8/1/*	CA/L./5-8/1/b	SC/LA/5-8/4/a	SS/II.B/5-8/7/*	HP/II.D/5-8/1/*	
			MA/L./5-8/4/*	CA/L./5-8/3/c	SC/LB/5-8/2/a	SS/II.C/5-8/3/*		
			MA/IV./5-8/1/*	CA/L./5-8/3/e	SC/II.D/5-8/1/a	SS/IV.B/5-8/1/*		
			MA/IV./5-8/2/*	CA/L./5-8/6/a	SC/II.B/5-8/2/a	SS/IV.D/5-8/4/*		
			MA/IV./5-8/3/*	CA/L./5-8/6/c	SC/II.C/5-8/1/a			
			MA/VII./5-8/2/a	CA/II./5-8/5/a				
			MA/VII./5-8/2/b	CA/II./5-8/6/a				
			MA/VII./5-8/2/d	CA/II./5-8/6/b				
			MA/VII./5-8/5/a	CA/II./5-8/6/c				
			MA/VII./5-8/5/b	CA/III./5-8/1/a				
			MA/VII./5-8/5/d	CA/III./5-8/1/b				
				CA/III./5-8/1/c				
				CA/III./5-8/1/g				
				CA/III./5-8/1/h				
				CA/IV./5-8/1/*				
A.2	SC.3	1.10	MA/L./5-8/1/*		SC/VII.D/5-8/1/a	SS/II.A/5-8/1/*		FA/III.A/9-12/2/a
		2.3	MA/L./5-8/4/*		SC/VII.D/5-8/2/a	SS/II.A/9-12/3/*		FA/III.A/9-12/4/a
			MA/IV./5-8/1/*		SC/VII.D/5-8/3/a			
			MA/IV./5-8/2/*		SC/VII.D/5-8/4/a			
			MA/IV./5-8/3/*		SC/VII.E/5-8/1/a			
			MA/VII./5-8/2/a					
			MA/VII./5-8/2/b					
			MA/VII./5-8/2/d					
			MA/VII./5-8/5/a					
			MA/VII./5-8/5/b					
			MA/VII./5-8/5/d					
A.3	CA.1	1.2	MA/VII./5-8/2/a	CA/L./5-8/1/*	SC/LA/5-8/1/a	SS/II.A/5-8/1/*	HP/LB/5-8/4/a	FA/LA/9-12/98/#
	CA.4	1.4	MA/VII./5-8/2/b	CA/L./5-8/2/c	SC/LA/5-8/2/a	SS/II.A/5-8/3/*		
	CA.6	1.10		CA/L./5-8/3/a	SC/LA/5-8/4/a			
	HP.2	2.3		CA/L./5-8/3/b	SC/LB/5-8/2/a			
	HP.5	3.1		CA/L./5-8/3/c	SC/II.A/5-8/1/a			
	HP.6	3.2		CA/L./5-8/3/e	SC/II.B/5-8/2/a			
	SS.6	3.3		CA/L./5-8/3/f				
		3.4		CA/L./5-8/6/a				

Exploratory Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.5		CA / I. / 5-8 / 6 / c				
		3.6		CA / II. / 5-8 / 3 / a				
		3.7		CA / II. / 5-8 / 3 / b				
		3.8		CA / II. / 5-8 / 5 / a				
		4.1		CA / II. / 5-8 / 5 / b				
		4.2		CA / II. / 5-8 / 5 / d				
		4.3		CA / II. / 5-8 / 6 / *				
		4.4		CA / III. / 5-8 / 3 / *				
		4.6						
		4.7						
A.4	CA.1	1.10	MA / I. / 5-8 / 4 / *	CA / I. / 5-8 / 1 / c	SC / VII.D / 5-8 / 1 / a	SS / II.B / 5-8 / 1 / *	HP / V.B / 5-8 / 3 / *	FA / I.D / 5-8 / 4 / a
	CA.4	2.3		CA / I. / 5-8 / 2 / c	SC / VII.D / 5-8 / 2 / a			
	CA.6			CA / I. / 5-8 / 3 / a	SC / VII.D / 5-8 / 3 / a			
	FA.1			CA / I. / 5-8 / 3 / b	SC / VII.D / 5-8 / 4 / a			
				CA / I. / 5-8 / 3 / c	SC / VII.E / 5-8 / 1 / a			
				CA / I. / 5-8 / 3 / e	SC / VIII.B / 5-8 / 1 / a			
				CA / I. / 5-8 / 3 / f				
				CA / I. / 5-8 / 6 / a				
				CA / I. / 5-8 / 6 / c				
				CA / II. / 5-8 / 3 / a				
				CA / II. / 5-8 / 3 / b				
				CA / II. / 5-8 / 5 / a				
				CA / II. / 5-8 / 5 / b				
				CA / II. / 5-8 / 5 / d				
				CA / II. / 5-8 / 6 / *				
				CA / III. / 5-8 / 3 / *				
A.5	CA.1	2.3	MA / I. / 5-8 / 4 / *	CA / I. / 5-8 / 1 / c	SC / I.A / 5-8 / 4 / a	SS / II.A / 5-8 / 1 / *	HP / I.B / 5-8 / 1 / a	
	CA.4			CA / I. / 5-8 / 2 / c	SC / II.A / 5-8 / 1 / a	SS / II.A / 5-8 / 3 / *	HP / II.D / 5-8 / 1 / *	
	CA.6			CA / I. / 5-8 / 3 / a	SC / II.A / 5-8 / 2 / a	SS / II.A / 5-8 / 4 / *		
	SS.6			CA / I. / 5-8 / 3 / b	SC / II.C / 5-8 / 1 / a	SS / II.B / 5-8 / 2 / *		
				CA / I. / 5-8 / 3 / c	SC / II.C / 5-8 / 2 / a	SS / II.B / 5-8 / 3 / *		
				CA / I. / 5-8 / 3 / e		SS / II.B / 5-8 / 4 / *		
				CA / I. / 5-8 / 3 / f		SS / II.B / 5-8 / 5 / *		
				CA / I. / 5-8 / 6 / a				
				CA / I. / 5-8 / 6 / c				

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA/IL/5-8/3/a CA/IL/5-8/3/b CA/IL/5-8/5/a CA/IL/5-8/5/b CA/IL/5-8/5/d CA/IL/5-8/6/* CA/III/5-8/3/*				
A6	SS6	43 46	MA/I/5-8/4/*	CA/I/5-8/1/b CA/I/5-8/3/c CA/I/5-8/3/e CA/I/5-8/6/a CA/I/5-8/6/c CA/IL/5-8/5/a CA/IL/5-8/6/a CA/IL/5-8/6/b CA/IL/5-8/6/c CA/III/5-8/1/a CA/III/5-8/1/b CA/III/5-8/1/c CA/III/5-8/1/g CA/III/5-8/1/h CA/IV/5-8/1/*	SC/IA/5-8/4/a SC/II/C/5-8/1/a		HP/IB/5-8/8/a	FA/III.A/5-8/4/a
A7	HP.2	43		CA/I/5-8/1/c CA/I/5-8/2/c CA/I/5-8/3/e CA/I/5-8/3/b CA/I/5-8/3/c CA/I/5-8/3/e CA/I/5-8/3/f CA/I/5-8/6/a CA/I/5-8/6/c CA/IL/5-8/3/a CA/IL/5-8/3/b CA/IL/5-8/5/a CA/IL/5-8/5/b		SS/II.B/5-8/4/* SS/II.B/5-8/5/* SS/II.B/5-8/6/* SS/II.B/5-8/7/* SS/II.D/5-8/2/* SS/II.D/5-8/3/* SS/II.D/5-8/4/*	HP/IB/5-8/1/a	FA/III.A/5-8/4/a

Exploratory Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA/IL/5-8/5/d CA/IL/5-8/6/* CA/IL/5-8/3/*				
A.8	SS.6	4.3 4.6	MA/VIII/5-8/4/*	CA/L/5-8/1/c CA/L/5-8/2/c CA/L/5-8/3/a CA/L/5-8/3/b CA/L/5-8/3/c CA/L/5-8/3/e CA/L/5-8/3/f CA/L/5-8/6/a CA/L/5-8/6/c CA/IL/5-8/3/a CA/IL/5-8/3/b CA/IL/5-8/5/a CA/IL/5-8/5/b CA/IL/5-8/5/d CA/IL/5-8/6/* CA/IL/5-8/3/*		SS/LA/5-8/7/* SS/LB/5-8/4/* SS/ILB/5-8/4/* SS/ILB/5-8/5/*	HP/V.B/5-8/3/a HP/V.B/5-8/3/b	
A.9	CA.1 CA.4 CA.5 CA.6 CA.7	2.1 2.3 2.5 2.6 2.7		CA/L/5-8/1/* CA/L/5-8/2/a CA/L/5-8/2/b CA/L/5-8/2/c CA/L/5-8/2/d CA/L/5-8/3/* CA/L/5-8/5/c CA/L/5-8/6/a CA/L/5-8/6/c	SC/LA/5-8/4/a		HP/LB/5-8/3/a HP/LB/5-8/8/* HP/IV.C/5-8/2/c	
A.10	CA.5	2.2 2.6	MA/IL/5-8/1/*	CA/L/5-8/1/* CA/L/5-8/2/* CA/L/5-8/5/* CA/L/5-8/6/a CA/L/5-8/6/c CA/IL/5-8/5/a CA/IL/5-8/5/b			HP/IV.C/5-8/2/c	

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA/II.. /5-8/5/d CA/III.. /5-8/1/a CA/III.. /5-8/1/c CA/III.. /5-8/1/g CA/III.. /5-8/1/h CA/III.. /5-8/1/j CA/III.. /5-8/1/k CA/IV.. /5-8/1/c CA/IV.. /5-8/1/d CA/IV.. /5-8/1/e CA/IV.. /5-8/1/g CA/IV.. /5-8/1/h				
A 11	SS 6			CA/L.. /5-8/1/* CA/L.. /5-8/2/a CA/L.. /5-8/2/b CA/L.. /5-8/2/c CA/L.. /5-8/2/d CA/L.. /5-8/3/* CA/L.. /5-8/5/c CA/L.. /5-8/6/a CA/L.. /5-8/6/c			HP/IB/5-8/3/* HP/IB/5-8/8/*	FA/II.B/5-8/4/a
A 12	HP 2 HP 5 HP 6 HP 7	3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 4.1	MA/I.. /5-8/4/*	CA/L.. /5-8/98/#		SS/II.B/5-8/4/* SS/II.B/5-8/5/* SS/II.B/5-8/6/*	HP/II.D/5-8/1/a HP/II.D/5-8/1/b HP/II.D/5-8/1/c HP/VA/5-8/6/a HP/VB/5-8/1/a HP/VB/5-8/1/b	
A 13	HP 5 SS 6	1.7 3.2 3.3 3.4 3.5	MA/I.. /5-8/1/* MA/I.. /5-8/4/* MA/VIII.. /5-8/3/*	CA/L.. /5-8/1/b CA/L.. /5-8/3/c CA/L.. /5-8/3/e CA/L.. /5-8/6/a CA/L.. /5-8/6/c	SC/IA/5-8/1/a	SS/II.A/5-8/3/* SS/II.A/5-8/4/* SS/II.A/5-8/6/* SS/II.A/5-8/8/*	HP/IB/5-8/8/a HP/II.D/5-8/1/e HP/II.D/5-8/1/f HP/VB/5-8/1/b HP/VB/5-8/1/c	

Exploratory Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.6		CA/II./5-8/5/a				
		3.7		CA/II./5-8/6/a				
		3.8		CA/II./5-8/6/b				
		4.1		CA/II./5-8/6/c				
		4.3		CA/III./5-8/1/a				
		4.7		CA/III./5-8/1/b				
				CA/III./5-8/1/c				
				CA/III./5-8/1/g				
				CA/III./5-8/1/h				
				CA/IV./5-8/1/i				
A.14	HP.2	4.5	MA/I./5-8/4/i	CA/I./5-8/1/b		SS/II.B/5-8/5/i	HP/IB/5-8/4/a	
	HP.5	4.6		CA/I./5-8/3/a		SS/III.B/5-8/2/i	HP/IB/5-8/5/a	
	HP.6	4.7		CA/I./5-8/3/b		SS/III.B/5-8/5/i	HP/IB/5-8/5/b	
				CA/I./5-8/3/c		SS/IV.C/5-8/4/i	HP/IB/5-8/8/a	
				CA/I./5-8/5/d			HP/II.A/5-8/1/a	
				CA/II./5-8/5/a			HP/II.D/5-8/1/e	
				CA/II./5-8/5/b			HP/II.D/5-8/1/f	
				CA/II./5-8/5/d			HP/II.D/5-8/1/f	
				CA/III./5-8/2/e			HP/VA/5-8/5/a	
A.15	CA.6	4.3	MA/I./5-8/1/a	CA/I./5-8/1/b		SS/II.B/5-8/6/i	HP/IB/5-8/1/a	FA/III.A/5-8/4/a
	SS.6	4.6	MA/I./5-8/1/c	CA/I./5-8/3/a		SS/II.B/5-8/7/i	HP/IB/5-8/2/a	
			MA/I./5-8/2/d	CA/I./5-8/3/b			HP/IB/5-8/3/i	
			MA/I./5-8/4/a	CA/I./5-8/3/c			HP/IB/5-8/4/a	
			MA/I./5-8/4/d	CA/I./5-8/5/d			HP/IB/5-8/8/a	
			MA/II./5-8/4/a	CA/II./5-8/5/a			HP/V.B/5-8/2/i	
			MA/II./5-8/4/b	CA/II./5-8/5/b				
			MA/II./5-8/4/c	CA/II./5-8/5/d				
			MA/II./5-8/4/d	CA/III./5-8/1/d				
			MA/III./5-8/1/i	CA/III./5-8/2/e				
A.16	SS.6	1.8	MA/I./5-8/1/a	CA/I./5-8/2/b		SS/II.B/5-8/7/i	HP/IB/5-8/5/b	FA/III.A/5-8/4/a
		1.10	MA/I./5-8/1/c	CA/I./5-8/2/c			HP/IB/5-8/6/i	
		2.1	MA/I./5-8/2/d	CA/I./5-8/2/e				
		2.3	MA/I./5-8/4/a	CA/I./5-8/3/b				
		2.6	MA/I./5-8/4/d	CA/I./5-8/3/c				
		4.5	MA/II./5-8/4/a	CA/I./5-8/6/a				

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.6	MA/II./5-8/4/b	CA/I./5-8/6/b				
		4.7	MA/II./5-8/4/c	CA/I./5-8/6/c				
			MA/II./5-8/4/d	CA/II./5-8/3/a				
			MA/III./5-8/1/*	CA/II./5-8/3/b				
				CA/II./5-8/5/a				
				CA/II./5-8/5/b				
				CA/II./5-8/5/d				
				CA/II./5-8/6/*				
				CA/III./5-8/1/a				
				CA/III./5-8/1/c				
B.1	CA.1	1.1	MA/III./5-8/1/*	CA/I./5-8/1/c	SC/II.C/5-8/2/a	SS/IB/5-8/3/*	HP/IB/5-8/4/*	
	CA.4	1.2		CA/I./5-8/2/c		SS/IB/5-8/2/*	HP/ID/5-8/1/*	
	CA.6	1.4		CA/I./5-8/3/a		SS/II.C/5-8/3/*	HP/V.B/5-8/1/b	
		1.8		CA/I./5-8/3/b		SS/III.C/5-8/4/*		
		1.10		CA/I./5-8/3/c				
		3.3		CA/I./5-8/3/e				
		3.6		CA/I./5-8/3/f				
		4.1		CA/I./5-8/6/a				
		4.3		CA/I./5-8/6/c				
		4.4		CA/II./5-8/3/a				
		4.5		CA/II./5-8/3/b				
		4.7		CA/II./5-8/5/a				
				CA/II./5-8/5/b				
				CA/II./5-8/5/d				
				CA/II./5-8/6/*				
				CA/III./5-8/3/*				
B.2	CA.1	1.1	MA/III./5-8/1/*	CA/I./5-8/98/#	SC/IA/5-8/4/a	SS/II.A/5-8/2/*	HP/IB/5-8/3/*	FA/III.A/5-8/4/a
	CA.4	2.5				SS/II.B/5-8/4/*		
	CA.6	2.6				SS/III.E/5-8/5/*		
	SS.6	2.7						
		4.6						
B.3	CA.1	1.1	MA/I./5-8/4/*	CA/I./5-8/1/a		SS/II.B/5-8/2/*		
	CA.3	1.2		CA/I./5-8/1/b				
	CA.4	1.4		CA/I./5-8/2/a				
	MA.1	1.6		CA/I./5-8/2/b				

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.3	1.7		CA/I.. /5-8/2/c				
		1.8		CA/I.. /5-8/2/d				
		1.10		CA/I.. /5-8/3/*				
		2.3		CA/I.. /5-8/6/a				
		3.1		CA/I.. /5-8/6/c				
		3.2						
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.5						
B.4	CA.1	1.2		CA/I.. /5-8/1/c		SS/I.B/5-8/3/*	HP/I.B/5-8/2/a	
	CA.4	1.7		CA/I.. /5-8/2/c			HP/II.D/5-8/1/*	
	CA.6	1.10		CA/I.. /5-8/3/a				
		2.3		CA/I.. /5-8/3/b				
		4.1		CA/I.. /5-8/3/c				
		4.4		CA/I.. /5-8/3/e				
				CA/I.. /5-8/3/f				
				CA/I.. /5-8/6/a				
				CA/I.. /5-8/6/c				
				CA/II.. /5-8/3/a				
				CA/II.. /5-8/3/b				
				CA/II.. /5-8/5/a				
				CA/II.. /5-8/5/b				
				CA/II.. /5-8/5/d				
				CA/II.. /5-8/6/*				
				CA/III.. /5-8/3/*				
B.5	CA.1	2.3	MA/I.. /5-8/4/*	CA/I.. /5-8/1/a	SC/IA/5-8/1/a	SS/I.B/5-8/1/*		
	CA.3	3.1	MA/II.. /5-8/4/*	CA/I.. /5-8/1/b		SS/II.D/5-8/4/*		
	CA.4	3.2	MA/IV.. /5-8/1/*	CA/I.. /5-8/2/a				
	MA.1	3.3	MA/IV.. /5-8/2/*	CA/I.. /5-8/2/b				
	MA.3	3.4	MA/IV.. /5-8/3/*	CA/I.. /5-8/2/c				

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.5	MA / VIII. / 9-12 / 2 / *	CA / I. / 5-8 / 2 / d				
		3.6		CA / I. / 5-8 / 3 / *				
		3.7		CA / I. / 5-8 / 6 / a				
		3.8		CA / I. / 5-8 / 6 / c				
		4.1						
		4.5						
		4.6						
B.6	MA.1	1.2	MA / I. / 5-8 / 4 / *	CA / I. / 5-8 / 1 / b		SS / II.D / 5-8 / 1 / *		
		1.8		CA / I. / 5-8 / 3 / a				
				CA / I. / 5-8 / 3 / b				
				CA / I. / 5-8 / 3 / c				
				CA / I. / 5-8 / 5 / d				
				CA / II. / 5-8 / 5 / a				
				CA / II. / 5-8 / 5 / b				
				CA / II. / 5-8 / 5 / d				
				CA / III. / 5-8 / 2 / e				
B.7	CA.1	1.1	MA / VIII. / 5-8 / 3 / *	CA / I. / 5-8 / 1 / a		SS / II.D / 5-8 / 1 / *		
	CA.3	1.7	MA / VIII. / 5-8 / 4 / *	CA / I. / 5-8 / 1 / b		SS / II.D / 5-8 / 2 / *		
	CA.4	1.10		CA / I. / 5-8 / 2 / a		SS / II.D / 5-8 / 3 / *		
		2.2		CA / I. / 5-8 / 2 / b		SS / II.D / 5-8 / 4 / *		
		2.3		CA / I. / 5-8 / 2 / c		SS / II.D / 5-8 / 5 / *		
		2.6		CA / I. / 5-8 / 2 / d				
		3.1		CA / I. / 5-8 / 3 / *				
		3.2		CA / I. / 5-8 / 6 / a				
		3.3		CA / I. / 5-8 / 6 / c				
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.6						
B.8	MA.1	1.1	MA / I. / 5-8 / 4 / *	CA / I. / 5-8 / 1 / b		SS / II.D / 5-8 / 2 / *	HP / II.D / 5-8 / 1 / *	
		1.2		CA / I. / 5-8 / 3 / a				
		1.6		CA / I. / 5-8 / 3 / b				

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.8		CA/L/5-8/3/c				
		3.2		CA/L/5-8/5/d				
		3.3		CA/IL/5-8/5/a				
		3.5		CA/IL/5-8/5/b				
		3.8		CA/IL/5-8/5/d				
		4.5		CA/III/5-8/2/e				
B.9	MA.1	1.1	MA/L/5-8/4/*	CA/L/5-8/1/b		SS/III.D/5-8/5/*		
		1.2		CA/L/5-8/3/c				
		1.8		CA/L/5-8/3/e				
		3.1		CA/L/5-8/6/a				
		3.2		CA/L/5-8/6/c				
		3.3		CA/IL/5-8/5/a				
		3.4		CA/IL/5-8/6/a				
		3.5		CA/IL/5-8/6/b				
		3.6		CA/IL/5-8/6/c				
		3.7		CA/III/5-8/1/a				
		3.8		CA/III/5-8/1/b				
				CA/III/5-8/1/c				
				CA/III/5-8/1/g				
				CA/III/5-8/1/h				
				CA/IV/5-8/1/*				
B.10	MA.1	1.1	MA/L/5-8/4/*	CA/L/5-8/1/*		SS/ID/5-8/6/*		
		1.2		CA/L/5-8/2/a		SS/ID/5-8/7/*		
		1.7		CA/L/5-8/2/b				
		1.8		CA/L/5-8/2/c				
		3.1		CA/L/5-8/2/d				
		3.2		CA/L/5-8/3/*				
		3.3		CA/L/5-8/5/c				
		3.5		CA/L/5-8/6/a				
		3.8		CA/L/5-8/6/c				
		4.1						
B.11	CA.3	1.1	MA/IL/5-8/4/*	CA/L/5-8/1/*	SC/IA/5-8/1/a	SS/ID/5-8/6/*	HP/II.C/5-8/1/*	
	MA.3	1.2	MA/III/5-8/1/*	CA/L/5-8/2/a		SS/ID/5-8/7/*	HP/II.C/5-8/2/*	
	SS.4	1.3		CA/L/5-8/2/b			HP/II.C/5-8/3/*	
		1.4		CA/L/5-8/2/c				

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.6		CA/L/5-8/2/d				
		1.7		CA/L/5-8/3/				
		1.8		CA/L/5-8/5/c				
		1.10		CA/L/5-8/6/a				
		2.3		CA/L/5-8/6/c				
		3.1						
		3.2						
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.7						
B.12	CA.3	1.1	MA/II./5-8/4/	CA/L/5-8/1/a	SC/IB/5-8/2/a	SS/II.B/5-8/1/	HP/II.C/5-8/2/	
	SS.4	1.2	MA/III./5-8/1/	CA/L/5-8/1/b			HP/II.C/5-8/3/a	
		1.4		CA/L/5-8/3/b				
		2.7		CA/L/5-8/3/c				
		3.4		CA/L/5-8/6/a				
		3.8		CA/L/5-8/6/b				
		4.1						
		4.2						
		4.4						
B.13	CA.3	1.2		CA/L/5-8/1/b		SS/III.D/5-8/4/	HP/II.C/5-8/3/a	
	MA.3	1.7		CA/L/5-8/3/a				
		3.8		CA/L/5-8/3/b				
		4.1		CA/L/5-8/3/c				
		4.2		CA/L/5-8/5/d				
		4.3		CA/II./5-8/5/a				
		4.7		CA/II./5-8/5/b				
				CA/II./5-8/5/d				
				CA/III./5-8/2/e				
B.14	MA.1	1.1	MA/IV./5-8/1/	CA/L/5-8/2/	SC/IA/5-8/2/a	SS/I.D/5-8/1/	HP/II.C/5-8/2/	
	MA.3	1.2		CA/L/5-8/3/		SS/I.D/5-8/7/	HP/II.C/5-8/3/	

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.3		CA/I.. /5-8/6/*		SS/II.D/5-8/4/*		
		1.7				SS/III.D/5-8/3/*		
		1.8				SS/III.D/5-8/4/*		
B.15	SS.4	1.2		CA/I.. /5-8/1/c		SS/I.D/5-8/6/*	HP/II.C/5-8/1/a	
		1.4		CA/I.. /5-8/2/c		SS/I.D/5-8/7/*	HP/II.C/5-8/1/b	
		1.7		CA/I.. /5-8/3/a		SS/II.B/5-8/3/*		
		1.8		CA/I.. /5-8/3/b				
		2.2		CA/I.. /5-8/3/c				
		2.7		CA/I.. /5-8/3/e				
		4.7		CA/I.. /5-8/3/f				
				CA/I.. /5-8/6/a				
				CA/I.. /5-8/6/c				
				CA/II.. /5-8/3/a				
				CA/II.. /5-8/3/b				
				CA/II.. /5-8/5/a				
				CA/II.. /5-8/5/b				
				CA/II.. /5-8/5/d				
				CA/II.. /5-8/6/*				
				CA/III.. /5-8/3/*				
B.16	CA.1	1.7	MA/I.. /5-8/1/*	CA/I.. /5-8/98/#	SC/II.A/5-8/4/a	SS/I.D/5-8/6/*	HP/I.B/5-8/8/a	
	CA.3	1.8	MA/I.. /5-8/4/*			SS/I.D/5-8/7/*		
	CA.4	2.1	MA/III.. /5-8/1/*					
	CA.6	2.2	MA/III.. /5-8/2/*					
	MA.1	2.3						
	MA.3	3.2						
	SS.1	3.3						
		3.6						
		3.7						
		3.8						
		4.1						
		4.2						
		4.3						
		4.5						
		4.7						
B.17	MA.1	1.1	MA/I.. /5-8/4/*	CA/I.. /5-8/1/*		SS/II.D/5-8/2/*		

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.8	1.2	MA/IV../5-8/1/*					
	SS.4	1.3						
		1.7						
		1.8						
		1.10						
		2.3						
		2.7						
		3.3						
		3.8						
		4.1						
		4.7						
B.18	MA.1	1.1		CA/I../5-8/1/*		SS/II.A/5-8/2/*	HP/II.D/5-8/1/*	FA/III.A/5-8/4/a
	SS.5	1.2		CA/I../5-8/2/a		SS/II.C/5-8/2/*		FA/IV.A/5-8/1/a
	SS.6	1.3		CA/I../5-8/2/b		SS/II.C/5-8/3/*		
		1.8		CA/I../5-8/2/c				
		2.3		CA/I../5-8/2/d				
		3.5		CA/I../5-8/3/*				
		3.6		CA/I../5-8/5/c				
		3.7		CA/I../5-8/6/a				
		3.8		CA/I../5-8/6/c				
		4.1						
		4.6						
		4.7						
B.19	HP.2	3.6		CA/I../5-8/98/#		SS/II.B/5-8/2/*	HP/IB/5-8/4/*	
	SS.6	4.7						
B.20	HP.2	2.3		CA/II../5-8/6/a		SS/II.B/5-8/1/*		FA/III.A/5-8/4/a
	SS.6	3.1		CA/II../5-8/6/b		SS/II.B/5-8/2/*		
		3.7		CA/II../5-8/6/c		SS/II.B/5-8/3/*		
		4.1				SS/II.B/5-8/4/*		
						SS/II.B/5-8/6/*		
B.21	SC.1	3.1		CA/I../5-8/1/b		SS/IV.E/5-8/1/*	HP/III.D/5-8/1/*	
	SC.5	3.2		CA/I../5-8/3/c		SS/IV.E/5-8/3/*		
	SC.8	3.3		CA/I../5-8/3/e				
		3.6		CA/I../5-8/6/a				

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.8		CA/I.. /5-8/6/c CA/II.. /5-8/5/a CA/II.. /5-8/6/a CA/II.. /5-8/6/b CA/II.. /5-8/6/c CA/III.. /5-8/1/a CA/III.. /5-8/1/b CA/III.. /5-8/1/c CA/III.. /5-8/1/g CA/III.. /5-8/1/h CA/IV.. /5-8/1/				
B.22	FA.2	1.2 1.3 1.4 1.6 2.3 2.5 3.3 3.4 3.8		CA/I.. /5-8/1/b CA/I.. /5-8/3/c CA/I.. /5-8/3/e CA/I.. /5-8/6/a CA/I.. /5-8/6/c CA/II.. /5-8/5/a CA/II.. /5-8/6/a CA/II.. /5-8/6/b CA/II.. /5-8/6/c CA/III.. /5-8/1/a CA/III.. /5-8/1/b CA/III.. /5-8/1/c CA/III.. /5-8/1/g CA/III.. /5-8/1/h CA/IV.. /5-8/1/	SC/VIII.A/5-8/2/a	SS/IV.E/5-8/3/		
B.23	FA.2 MA.1	1.2 1.4		CA/I.. /5-8/1/ * CA/I.. /5-8/3/ * CA/I.. /5-8/6/ *		SS/II.A/5-8/2/ * SS/III.A/5-8/2/ *	HP/III.D/5-8/2/a	FA/IV.A/5-8/1/a FA/IV.C/5-8/1/a FA/IV.C/5-8/4/a FA/IV.D/5-8/1/a FA/IV.D/5-8/2/a FA/IV.D/5-8/3/a
C.1	CA.1	3.1 3.2 3.3	MA/I.. /5-8/1/ * MA/I.. /5-8/4/ * MA/II.. /5-8/4/ *	CA/I.. /5-8/1/b CA/I.. /5-8/3/c CA/I.. /5-8/3/e		SS/I.B/5-8/3/ * SS/I.B/5-8/4/ * SS/II.A/5-8/7/ *	HP/I.B/5-8/1/a HP/I.B/5-8/6/a HP/II.B/5-8/5/a	

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.4	MA/III./5-8/1/*	CA/I./5-8/6/a		SS/III.A/5-8/3/*	HP/II.C/5-8/1/b	
		3.5	MA/III./5-8/2/*	CA/I./5-8/6/c		SS/IV.B/5-8/1/*	HP/II.D/5-8/1/a	
		3.6	MA/IV./5-8/1/*	CA/II./5-8/5/a			HP/III.B/5-8/2/a	
		3.7		CA/II./5-8/6/a			HP/IV.A/5-8/2/*	
		3.8		CA/II./5-8/6/b			HP/V.A/5-8/6/a	
		4.1		CA/II./5-8/6/c				
		4.2		CA/III./5-8/1/a				
		4.3		CA/III./5-8/1/b				
		4.4		CA/III./5-8/1/c				
				CA/III./5-8/1/g				
				CA/III./5-8/1/h				
				CA/IV./5-8/1/*				
C.2	HP.5	2.3	MA/I./5-8/1/*	CA/I./5-8/1/b		SS/III.B/5-8/1/*	HP/II.C/5-8/2/*	
	SS.6	3.1	MA/I./5-8/4/*	CA/I./5-8/3/a		SS/III.B/5-8/3/*	HP/II.C/5-8/3/*	
		4.3	MA/II./5-8/4/*	CA/I./5-8/3/b		SS/III.B/5-8/5/*		
		4.6		CA/I./5-8/3/c				
		4.7		CA/I./5-8/5/d				
				CA/II./5-8/5/a				
				CA/II./5-8/5/b				
				CA/II./5-8/5/d				
				CA/III./5-8/2/e				
C.3	HP.5	3.1	MA/I./5-8/1/*	CA/I./5-8/1/*		SS/II.B/5-8/3/*	HP/I.B/5-8/8/a	
	SS.6	3.2	MA/I./5-8/4/*	CA/I./5-8/2/a		SS/II.B/5-8/4/*		
		3.3	MA/II./5-8/4/*	CA/I./5-8/2/b		SS/II.C/5-8/6/*		
		3.4	MA/IV./5-8/1/*	CA/I./5-8/2/c		SS/III.B/5-8/2/*		
		3.5		CA/I./5-8/2/d		SS/III.B/5-8/5/*		
		3.6		CA/I./5-8/3/*		SS/IV.A/5-8/5/*		
		3.7		CA/I./5-8/5/c				
		3.8		CA/I./5-8/6/a				
		4.3		CA/I./5-8/6/c				
		4.6						
		4.7						
C.4	SS.6	2.3		CA/I./5-8/1/*		SS/II.C/5-8/2/*	HP/II.C/5-8/1/*	
		4.6				SS/II.C/5-8/3/*	HP/II.C/5-8/2/*	
						SS/II.C/5-8/4/*	HP/II.C/5-8/3/*	

Exploratory Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/III.C/5-8/6/*	HP/III.A/5-8/2/a HP/III.A/5-8/3/*	
C.5	HP.2 SS.5	1.6 1.9 2.3 3.6 3.7 4.3 4.5 4.6 4.7		CA/I../5-8/1/c CA/I../5-8/2/c CA/I../5-8/3/a CA/I../5-8/3/b CA/I../5-8/3/c CA/I../5-8/3/e CA/I../5-8/3/f CA/I../5-8/6/a CA/I../5-8/6/c CA/II../5-8/3/a CA/II../5-8/3/b CA/II../5-8/5/a CA/II../5-8/5/b CA/II../5-8/5/d CA/II../5-8/6/* CA/III../5-8/3/*	SC/VII.E/5-8/2/a	SS/II.B/5-8/2/* SS/II.B/5-8/3/* SS/III.B/5-8/5/*	HP/II.C/5-8/1/* HP/II.C/5-8/3/*	FA/III.A/5-8/4/a
C.6	HP.2 SS.6	1.10 2.3 3.1 3.2 3.3 3.6 3.7 3.8 4.3 4.5 4.6 4.7		CA/I../5-8/1/b CA/I../5-8/3/a CA/I../5-8/3/b CA/I../5-8/3/c CA/I../5-8/5/d CA/II../5-8/5/a CA/II../5-8/5/b CA/II../5-8/5/d CA/III../5-8/2/e		SS/II.C/5-8/2/* SS/II.C/5-8/3/* SS/II.C/5-8/4/* SS/II.C/5-8/6/*		FA/III.A/5-8/4/a
C.7	CA.7 SS.5 SS.6	1.6 2.3		CA/I../5-8/1/*		SS/III.C/5-8/4/* SS/III.C/5-8/6/*	HP/I.B/5-8/4/* HP/I.B/5-8/6/*	FA/III.A/5-8/4/a
C.8	HP.2	2.2	MA/I../5-8/4/*	CA/I../5-8/1/b		SS/II.A/5-8/3/*	HP/I.B/5-8/3/a	FA/III.A/5-8/4/a

Exploratory Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.3	2.3		CA/I.. /5-8/3/c		SS/II.A/5-8/5/*	HP/IB/5-8/4/*	
	HP.5	3.1		CA/I.. /5-8/3/e		SS/II.C/5-8/6/*	HP/IB/5-8/5/*	
	HP.6	3.2		CA/I.. /5-8/6/a		SS/III.B/5-8/5/*	HP/IB/5-8/6/*	
	HP.7	3.3		CA/I.. /5-8/6/c			HP/IB/5-8/8/a	
		3.4		CA/II.. /5-8/5/a			HP/VA/5-8/5/a	
		3.7		CA/II.. /5-8/6/a				
		3.8		CA/II.. /5-8/6/b				
				CA/II.. /5-8/6/c				
				CA/III.. /5-8/1/a				
				CA/III.. /5-8/1/b				
				CA/III.. /5-8/1/c				
				CA/III.. /5-8/1/g				
				CA/III.. /5-8/1/h				
				CA/IV.. /5-8/1/*				
C.9	HP.2	2.3		CA/I.. /5-8/1/c		SS/II.C/5-8/3/*	HP/IB/5-8/2/*	
		4.7		CA/I.. /5-8/2/c		SS/II.C/5-8/7/*	HP/IB/5-8/3/*	
				CA/I.. /5-8/3/a		SS/III.C/5-8/6/*		
				CA/I.. /5-8/3/b				
				CA/I.. /5-8/3/c				
				CA/I.. /5-8/3/e				
				CA/I.. /5-8/3/f				
				CA/I.. /5-8/6/a				
				CA/I.. /5-8/6/c				
				CA/II.. /5-8/3/a				
				CA/II.. /5-8/3/b				
				CA/II.. /5-8/5/a				
				CA/II.. /5-8/5/b				
				CA/II.. /5-8/5/d				
				CA/II.. /5-8/6/*				
				CA/III.. /5-8/3/*				
C.10	HP.2	1.2		CA/I.. /5-8/1/b		SS/II.B/5-8/1/*		
	SS.2	1.4		CA/I.. /5-8/3/a		SS/II.B/5-8/4/*		
		1.7		CA/I.. /5-8/3/b		SS/III.B/5-8/2/*		
		3.6		CA/I.. /5-8/3/c		SS/III.B/5-8/5/*		
		3.8		CA/I.. /5-8/5/d		SS/IV.B/5-8/2/*		

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA/II.. /5-8/5/a CA/II.. /5-8/5/b CA/II.. /5-8/5/d CA/III.. /5-8/2/e		SS/IV.B/5-8/5/*		
C.11	CA.6 SS.6	1.1 2.3 3.6 3.8		CA/I.. /5-8/1/c CA/I.. /5-8/2/c CA/I.. /5-8/3/a CA/I.. /5-8/3/b CA/I.. /5-8/3/c CA/I.. /5-8/3/e CA/I.. /5-8/3/f CA/I.. /5-8/6/a CA/I.. /5-8/6/c CA/II.. /5-8/3/a CA/II.. /5-8/3/b CA/II.. /5-8/5/a CA/II.. /5-8/5/b CA/II.. /5-8/5/d CA/II.. /5-8/6/* CA/III.. /5-8/3/*		SS/II.C/5-8/3/* SS/II.C/5-8/4/* SS/II.C/5-8/6/*	HP/IA/5-8/6/* HP/IB/5-8/2/* HP/II.A/5-8/1/* HP/II.A/5-8/3/*	FA/III.A/5-8/4/a
C.12	CA.6 HP.1 HP.2 HP.5	1.1 1.7 3.6 3.8 4.1		CA/I.. /5-8/1/a CA/I.. /5-8/1/b CA/I.. /5-8/3/b CA/I.. /5-8/3/c CA/I.. /5-8/6/a CA/I.. /5-8/6/b		SS/II.C/5-8/3/* SS/II.C/5-8/4/*	HP/IB/5-8/2/* HP/IB/5-8/6/*	
C.13	HP.1 HP.2 HP.5 MA.1 MA.2 MA.3	1.2 1.3 1.4 1.7 1.8		CA/I.. /5-8/1/c CA/I.. /5-8/2/c CA/I.. /5-8/3/a CA/I.. /5-8/3/b CA/I.. /5-8/3/c CA/I.. /5-8/3/e CA/I.. /5-8/3/f CA/I.. /5-8/6/a CA/I.. /5-8/6/c		SS/III.B/5-8/5/*	HP/IA/5-8/5/* HP/IA/5-8/6/* HP/IA/5-8/7/* HP/II.A/5-8/2/* HP/II.D/5-8/1/* HP/III.A/5-8/4/* HP/III.C/5-8/2/* HP/III.C/5-8/2/a	FA/III.A/5-8/4/a

Competency Profile Date: 1995

Exploratory Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA / II.. / 5-8 / 3 / a				
				CA / II.. / 5-8 / 3 / b				
				CA / II.. / 5-8 / 5 / a				
				CA / II.. / 5-8 / 5 / b				
				CA / II.. / 5-8 / 5 / d				
				CA / II.. / 5-8 / 6 / *				
				CA / III.. / 5-8 / 3 / *				
C.14	SS.6	1.2		CA / I.. / 5-8 / 1 / b		SS / II.C / 5-8 / 1 / *		
		1.3		CA / I.. / 5-8 / 3 / c		SS / II.C / 5-8 / 3 / *		
		1.4		CA / I.. / 5-8 / 3 / e		SS / II.C / 5-8 / 4 / *		
		1.5		CA / I.. / 5-8 / 6 / a		SS / II.C / 5-8 / 6 / *		
		1.6		CA / I.. / 5-8 / 6 / c				
		1.7		CA / II.. / 5-8 / 5 / a				
		2.3		CA / II.. / 5-8 / 6 / a				
				CA / II.. / 5-8 / 6 / b				
				CA / II.. / 5-8 / 6 / c				
				CA / III.. / 5-8 / 1 / a				
				CA / III.. / 5-8 / 1 / b				
				CA / III.. / 5-8 / 1 / c				
				CA / III.. / 5-8 / 1 / g				
				CA / III.. / 5-8 / 1 / h				
				CA / IV.. / 5-8 / 1 / *				
C.15	HP.1	1.2		CA / I.. / 5-8 / 1 / c		SS / II.A / 5-8 / 5 / *	HP / I.B / 5-8 / 8 / *	
	HP.2	1.4		CA / I.. / 5-8 / 2 / c		SS / II.B / 5-8 / 1 / *	HP / V.A / 5-8 / 6 / *	
	HP.3	1.7		CA / I.. / 5-8 / 3 / a		SS / II.B / 5-8 / 5 / *		
	HP.4	2.3		CA / I.. / 5-8 / 3 / b		SS / II.C / 5-8 / 2 / *		
	HP.5	3.2		CA / I.. / 5-8 / 3 / c		SS / II.C / 5-8 / 3 / *		
	HP.6	3.3		CA / I.. / 5-8 / 3 / e		SS / III.B / 5-8 / 2 / *		
		3.4		CA / I.. / 5-8 / 3 / f				
		3.5		CA / I.. / 5-8 / 6 / a				
		3.6		CA / I.. / 5-8 / 6 / c				
		3.7		CA / II.. / 5-8 / 3 / a				
		3.8		CA / II.. / 5-8 / 3 / b				
		4.7		CA / II.. / 5-8 / 5 / a				
				CA / II.. / 5-8 / 5 / b				

Exploratory Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA/II.. /5-8/5/d CA/II.. /5-8/6/* CA/III.. /5-8/3/*				
C.16	HP.1 HP.2 HP.3 HP.4	1.8 2.3 3.6 3.7 3.8 4.7		CA/II.. /5-8/6/a CA/II.. /5-8/6/b CA/II.. /5-8/6/c		SS/II.B/5-8/2/* SS/II.B/5-8/3/*	HP/IA/5-8/6/*	
C.17	HP.2 HP.5	4.3 4.6 4.7		CA/I.. /5-8/1/b CA/I.. /5-8/2/* CA/I.. /5-8/6/* CA/II.. /5-8/6/a CA/II.. /5-8/6/b CA/II.. /5-8/6/c CA/III.. /5-8/1/a		SS/IA/5-8/98/#	HP/IA/5-8/6/a HP/IA/5-8/7/*	
C.18	HP.2 HP.3 HP.4 HP.5 HP.6	2.2 2.3 3.1 3.3 3.6 3.7 3.8 4.6 4.7		CA/I.. /5-8/2/b CA/I.. /5-8/2/c CA/I.. /5-8/2/e CA/I.. /5-8/3/b CA/I.. /5-8/3/c CA/I.. /5-8/6/a CA/I.. /5-8/6/b CA/I.. /5-8/6/c CA/II.. /5-8/3/a CA/II.. /5-8/3/b CA/II.. /5-8/5/a CA/II.. /5-8/5/b CA/II.. /5-8/5/d CA/II.. /5-8/6/* CA/III.. /5-8/1/a CA/III.. /5-8/1/c		SS/IV.B/5-8/4/*	HP/III.C/5-8/1/a HP/IV.A/5-8/2/a HP/VA/5-8/2/* HP/VC/5-8/1/*	
C.19	HP.1 HP.4	1.2 1.3		CA/I.. /5-8/1/* CA/I.. /5-8/2/a		SS/III.A/5-8/1/* SS/III.D/5-8/4/*	HP/III.B/5-8/1/a	

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.8		CA / I.. / 5-8 / 2 / b				
		4.7		CA / I.. / 5-8 / 2 / c				
				CA / I.. / 5-8 / 2 / d				
				CA / I.. / 5-8 / 3 / *				
				CA / I.. / 5-8 / 5 / c				
				CA / I.. / 5-8 / 6 / a				
				CA / I.. / 5-8 / 6 / c				
C.20	HP.1	1.7		CA / I.. / 5-8 / 1 / c	SC / VII.B / 5-8 / 1 / a	SS / II.B / 5-8 / 2 / *	HP / I.B / 5-8 / 2 / *	
	HP.2	2.3		CA / I.. / 5-8 / 2 / c			HP / I.B / 5-8 / 6 / a	
	HP.3	4.7		CA / I.. / 5-8 / 3 / a			HP / III.A / 5-8 / 1 / *	
	HP.5			CA / I.. / 5-8 / 3 / b			HP / III.A / 5-8 / 2 / *	
	HP.6			CA / I.. / 5-8 / 3 / c			HP / III.A / 5-8 / 3 / *	
				CA / I.. / 5-8 / 3 / e			HP / III.A / 5-8 / 4 / *	
				CA / I.. / 5-8 / 3 / f			HP / III.A / 5-8 / 5 / *	
				CA / I.. / 5-8 / 6 / a			HP / III.A / 5-8 / 6 / *	
				CA / I.. / 5-8 / 6 / c				
				CA / II.. / 5-8 / 3 / a				
				CA / II.. / 5-8 / 3 / b				
				CA / II.. / 5-8 / 5 / a				
				CA / II.. / 5-8 / 5 / b				
				CA / II.. / 5-8 / 5 / d				
				CA / II.. / 5-8 / 6 / *				
				CA / III.. / 5-8 / 3 / *				
C.21	HP.1	3.6		CA / II.. / 5-8 / 6 / a			HP / III.B / 5-8 / 3 / a	FA / I.D / 5-8 / 2 / a
	HP.2	3.7		CA / II.. / 5-8 / 6 / b			HP / III.B / 5-8 / 3 / b	FA / I.D / 5-8 / 2 / b
	HP.7	3.8		CA / II.. / 5-8 / 6 / c				
		4.7						
C.22	HP.2	3.1		CA / I.. / 5-8 / 1 / *			HP / III.B / 5-8 / 3 / *	
	HP.4	3.4		CA / I.. / 5-8 / 2 / a			HP / IV.B / 5-8 / 2 / b	
	HP.6	4.7		CA / I.. / 5-8 / 2 / b				
				CA / I.. / 5-8 / 2 / c				
				CA / I.. / 5-8 / 2 / d				
				CA / I.. / 5-8 / 3 / *				
				CA / I.. / 5-8 / 5 / c				
				CA / I.. / 5-8 / 6 / a				

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
CA/L/5-8/6/c								
C.23	HP.2	4.3		CA/L/5-8/1/c		SS/LC/5-8/5/1*		
	SS.6	4.6		CA/L/5-8/2/c		SS/IB/5-8/4/1*		
		4.7		CA/L/5-8/3/a		SS/IB/5-8/6/1*		
				CA/L/5-8/3/b		SS/LC/5-8/2/1*		
				CA/L/5-8/3/c		SS/LC/5-8/3/1*		
				CA/L/5-8/3/e		SS/IB/5-8/2/1*		
				CA/L/5-8/3/f		SS/IB/5-8/5/1*		
				CA/L/5-8/6/a		SS/VA/5-8/2/1*		
				CA/L/5-8/6/c				
				CA/IL/5-8/3/a				
				CA/IL/5-8/3/b				
				CA/IL/5-8/5/a				
				CA/IL/5-8/5/b				
				CA/IL/5-8/5/d				
				CA/IL/5-8/6/1*				
				CA/IL/5-8/3/1*				
C.24	HP.2	3.1		CA/L/5-8/1/c		SS/IB/5-8/1/1*	HP/LB/5-8/8/1*	
	HP.3	3.3		CA/L/5-8/98/#		SS/IB/5-8/2/1*		
	HP.5	4.4				SS/IB/5-8/4/1*		
	HP.6	4.7				SS/IB/5-8/1/1*		
	HP.7							
D.1	CA.3	1.5		CA/L/5-8/4/a		SS/LC/5-8/3/1*	HP/IA/5-8/1/a	
	CA.5	2.3					HP/IA/5-8/1/b	
	HP.2	4.7					HP/VA/5-8/1/a	
	HP.4						HP/VA/5-8/5/a	
	HP.5						HP/VA/5-8/6/a	
	HP.6						HP/VB/5-8/1/1*	
							HP/VB/5-8/2/1*	
D.2	CA.3	1.5		CA/L/5-8/4/a		SS/LC/5-8/3/1*	HP/LA/5-8/1/a	
	CA.5	2.3				SS/ILC/5-8/6/1*	HP/LB/5-8/1/1*	
	HP.1	4.7					HP/LB/5-8/2/1*	
	HP.2						HP/LB/5-8/3/1*	
	HP.5						HP/LB/5-8/8/1*	

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.6						HP/II.A/5-8/1/a HP/II.A/5-8/1/b HP/II.A/5-8/2/a HP/II.D/5-8/1/	
D.3	CA.3 CA.5 HP.2 HP.4	1.5 2.3 4.7		CA/I../5-8/4/a			HP/II.A/5-8/1/a HP/IV.A/5-8/2/a HP/V.A/5-8/1/a HP/V.B/5-8/2/	FA/II.A/5-8/4/a
D.4	CA.1 CA.5 HP.2 HP.5	1.5 2.3 3.3 4.7		CA/I../5-8/1/e		SS/IV.A/5-8/5/i	HP/II.B/5-8/7/a HP/II.B/5-8/7/b HP/II.B/5-8/8/a HP/II.C/5-8/1/b HP/II.C/5-8/3/a	
D.5	CA.1 CA.5 HP.6	1.4 1.5 1.10 2.7 4.7	MA/I../5-8/1/	CA/I../5-8/2/e CA/I../5-8/3/f CA/III../5-8/1/a CA/III../5-8/1/d CA/IV../5-8/1/g		SS/II.B/5-8/3/	HP/II.C/5-8/1/a HP/II.C/5-8/1/b HP/II.C/5-8/2/a HP/II.C/5-8/3/a	
D.6	CA.1 CA.5 HP.6	1.4		CA/I../5-8/2/e CA/III../5-8/1/a CA/III../5-8/1/d CA/IV../9-12/1/g		SS/II.B/5-8/3/	HP/II.D/5-8/2/	
D.7	CA.1 CA.5 HP.2	1.5 3.2 3.3 3.6 3.8 4.7	MA/I../5-8/4/	CA/I../5-8/1/a CA/I../5-8/4/a CA/III../5-8/1/a CA/III../9-12/2/c		SS/II.A/5-8/6/	HP/II.B/5-8/5/a HP/II.B/5-8/8/a HP/II.D/5-8/1/e HP/V.A/5-8/5/a	FA/II.A/5-8/4/a FA/III.A/5-8/4/a
D.8	CA.3 CA.5 HP.5	1.2 1.5 2.1 2.3 3.2 3.3	MA/III../5-8/1/	CA/I../5-8/1/a CA/I../5-8/4/a CA/III../5-8/2/a CA/III../5-8/2/c CA/III../5-8/2/d		SS/II.B/5-8/4/	HP/III.C/5-8/1/a HP/III.C/5-8/3/a HP/III.C/5-8/4/a	

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.6						
D.9	CA.1	2.1		CA/L/5-8/1/a			HP/I.B/5-8/1/a	
	CA.3	2.3		CA/II.L/5-8/4/b			HP/II.D/5-8/1/b	
	CA.5	3.2		CA/II.L/5-8/6/d			HP/III.D/5-8/1/a	
	HP.5	3.3		CA/IV.L/5-8/1/d			HP/V.B/5-8/2/b	
		4.3						
		4.7						
D.10	CA.3	1.5			SC/VII.D/5-8/1/a		HP/IA/5-8/1/	
	CA.5	3.5			SC/VII.D/5-8/2/a		HP/IA/5-8/2/	
	HP.1				SC/VII.D/5-8/3/a		HP/IA/5-8/5/	
	SC.3				SC/VII.D/5-8/4/a		HP/IA/5-8/6/	
							HP/IA/5-8/7/	
D.11	CA.3	1.5		CA/L/5-8/2/c	SC/IA/5-8/98/#		HP/IA/5-8/1/	
	CA.5	2.1		CA/L/5-8/3/b			HP/IA/5-8/2/	
	HP.1	3.1		CA/L/5-8/4/a			HP/IA/5-8/5/	
	SC.3			CA/III.L/5-8/1/d			HP/IA/5-8/6/	
							HP/IA/5-8/7/	
							HP/II.A/5-8/2/a	
D.12	CA.3	1.5		CA/L/5-8/1/d	SC/VII.D/5-8/3/a	SS/II.C/5-8/3/	HP/IA/5-8/3/a	
	CA.5	2.3		CA/L/5-8/4/a	SC/VII.D/5-8/4/a	SS/III.B/5-8/5/	HP/II.A/5-8/1/a	
	HP.2	3.1		CA/III.L/5-8/1/a		SS/III.E/5-8/4/	HP/II.A/5-8/1/b	
	HP.5	3.2		CA/III.L/5-8/1/b		SS/IV.B/5-8/1/	HP/II.A/5-8/2/a	
		3.3		CA/III.L/5-8/1/e			HP/III.B/5-8/1/b	
		3.6		CA/III.L/5-8/2/a				
		3.8						
		4.3						
D.13	CA.3	1.5		CA/L/5-8/1/d		SS/II.C/5-8/3/	HP/IA/5-8/7/a	
	CA.5	2.3		CA/L/5-8/4/a		SS/III.E/5-8/4/	HP/II.A/5-8/2/a	
	HP.2	3.1						
	HP.5	3.2						
		3.3						
		3.6						
		3.8						
		4.3						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
D.14	CA.3	1.5				SS/IV.A/5-8/7/*	HP/III.A/5-8/1/a	
	CA.5	4.7					HP/III.A/5-8/4/a	
	HP.3							
D.15	CA.3	1.5	MA/I../5-8/1/*	CA/I../5-8/4/a		SS/IB/5-8/3/*	HP/IA/5-8/1/a	
	CA.5	1.10	MA/I../5-8/4/*	CA/I../5-8/6/a			HP/IB/5-8/6/a	
	HP.3	2.3		CA/III../5-8/1/a			HP/IB/5-8/7/b	
		3.2		CA/III../5-8/1/b			HP/III.A/5-8/4/a	
		3.8		CA/III../5-8/1/e				
		4.3		CA/III../5-8/1/i				
		4.6		CA/III../5-8/1/h				
		4.7						
D.16	CA.3	1.5		CA/I../5-8/1/e		SS/II.A/5-8/3/*	HP/II.A/5-8/2/*	
	CA.5	1.6		CA/I../5-8/4/a		SS/II.B/5-8/2/*	HP/II.A/5-8/3/*	
	HP.1			CA/III../5-8/2/a			HP/II.B/5-8/4/*	
	HP.2			CA/III../5-8/2/b				
	HP.4			CA/III../5-8/2/c				
	SC.3			CA/III../5-8/2/d				
D.17	CA.3	1.5		CA/I../5-8/6/a		SS/IV.B/5-8/1/*	HP/III.A/5-8/5/*	
	CA.5	4.7						
	HP.2							
D.18	CA.3	1.5		CA/I../5-8/1/e		SS/II.B/5-8/1/*	HP/IB/5-8/2/a	
	CA.5	2.3		CA/I../5-8/4/a		SS/II.B/5-8/5/*		
	CA.6	3.1		CA/I../5-8/6/a		SS/II.C/5-8/2/*		
		3.2		CA/III../5-8/2/a				
		3.8		CA/III../5-8/2/b				
				CA/III../5-8/2/c				
				CA/III../5-8/2/d				
D.19	CA.3	1.5		CA/I../5-8/1/e		SS/II.B/5-8/8/*	HP/II.D/5-8/1/a	
	CA.5	2.3		CA/I../5-8/4/a		SS/II.C/5-8/3/*	HP/II.D/5-8/1/b	
	CA.6	3.1		CA/I../5-8/6/a		SS/III.B/5-8/5/*		
	HP.5	3.2		CA/III../5-8/1/a		SS/III.C/5-8/4/*		
		3.8		CA/III../5-8/1/b		SS/IV.D/5-8/4/*		
				CA/III../5-8/1/e				
				CA/III../5-8/1/i				

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA/III..15-8/1/h CA/III..15-8/2/a CA/III..15-8/2/b CA/III..15-8/2/c CA/III..15-8/2/d				
D.20	CA.3 CA.5 HP.2 HP.5	1.5 2.1 3.1 3.2 3.6 3.7		CA/I..15-8/4/* CA/III..15-8/2/d			HP/III.B/5-8/1/* HP/III.B/5-8/2/* HP/III.B/5-8/3/*	
E.1	HP.2	2.3		CA/I..15-8/4/a CA/IV..19-12/1/g CA/IV..19-12/1/h		SS/II.B/5-8/4/* SS/II.E/5-8/2/*	HP/I.B/5-8/2/a	
E.2	HP.2	1.4	MA/I..15-8/2/*	CA/III..15-8/1/d CA/IV..15-8/1/g CA/IV..15-8/1/h	SC/VII.B/5-8/1/a	SS/I.B/5-8/3/* SS/II.B/5-8/2/*	HP/II.B/5-8/3/a	
E.3	HP.2	2.7	MA/I..15-8/2/*	CA/IV..15-8/1/g CA/IV..15-8/1/h	SC/VII.B/5-8/1/a	SS/II.B/5-8/2/*	HP/II.B/5-8/4/a	
E.4	HP.2	1.2 1.4 1.10		CA/I..15-8/4/a CA/IV..15-8/1/g CA/IV..15-8/1/h	SC/VII.B/5-8/1/a	SS/II.E/5-8/2/*	HP/II.B/5-8/4/a	
E.5	CA.2 CA.3 CA.4 CA.5 CA.6 CA.7	1.2 1.3 3.1 4.4		CA/I..15-8/2/* CA/I..15-8/3/c CA/I..15-8/3/d CA/I..15-8/3/e CA/I..15-8/6/a CA/I..15-8/6/b CA/I..15-8/6/c		SS/II.A/5-8/1/*	HP/II.B/5-8/3/a HP/II.B/5-8/4/a HP/II.B/5-8/5/a HP/II.B/5-8/6/a HP/II.B/5-8/7/a	
E.6	CA.2 CA.3 CA.4 CA.5 CA.6	1.8	MA/III..15-8/1/*	CA/I..15-8/2/a	SC/VII.B/5-8/1/a	SS/II.B/5-8/2/*	HP/II.B/5-8/1/* HP/II.B/5-8/2/* HP/II.B/5-8/3/* HP/II.B/5-8/4/* HP/II.B/5-8/5/*	

Exploratory Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.7						HP/II.B/5-8/6/*	
	HP.2						HP/II.B/5-8/7/*	
							HP/II.B/5-8/8/a	
E.7	HP.4	1.2		CA/I../5-8/1/d		SS/II.B/5-8/2/*	HP/II.B/5-8/1/*	
		1.10		CA/I../5-8/2/c		SS/III.C/5-8/4/*	HP/II.B/5-8/2/*	
		4.5		CA/III../5-8/1/d			HP/II.B/5-8/3/a	
		4.7		CA/IV../5-8/1/g				
				CA/IV../5-8/1/h				
E.8	HP.2	1.2		CA/I../5-8/2/c		SS/III.A/5-8/1/*	HP/II.B/5-8/8/a	
	HP.6			CA/III../5-8/1/d				
				CA/IV../5-8/1/g				
				CA/IV../5-8/1/h				
E.9	MA.1	2.2	MA/I../5-8/3/*	CA/I../5-8/2/c		SS/II.C/5-8/2/*	HP/II.C/5-8/1/b	
		3.7	MA/IV../5-8/2/*			SS/III.D/5-8/4/*	HP/II.C/5-8/3/a	
		3.8						
E.10	HP.6	4.4	MA/I../5-8/1/*	CA/I../5-8/1/d		SS/III.A/5-8/1/*	HP/II.C/5-8/3/a	
				CA/I../5-8/2/c		SS/III.D/5-8/4/*		
				CA/III../5-8/1/d				
				CA/IV../5-8/1/g				
				CA/IV../5-8/1/h				
E.11	SC.8	1.8			SC/II.A/5-8/4/a	SS/III.C/5-8/4/*		
		2.1						
		2.7						
E.12	CA.4	1.6	MA/I../5-8/3/d		SC/II.A/5-8/4/a	SS/III.C/5-8/1/*	HP/II.B/5-8/1/*	
	CA.5	1.7					HP/II.B/5-8/8/a	
	CA.6	1.8						
	MA.1	2.2						
	MA.2	2.3						
E.13	CA.6	2.1		CA/II../5-8/5/a	SC/II.A/5-8/4/a	SS/II.A/5-8/1/*	HP/II.B/5-8/1/a	
		2.3		CA/II../5-8/5/b			HP/II.B/5-8/8/a	
		2.7		CA/II../5-8/5/d				
E.14	CA.3	2.5		CA/I../5-8/1/*	SC/II.A/5-8/4/a		HP/II.B/5-8/5/a	
E.15	CA.6	2.5		CA/II../5-8/5/a	SC/II.A/5-8/4/a		HP/III.B/5-8/3/*	

Exploratory Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.7		CA/II.. /5-8/5/b CA/II.. /5-8/5/d			HP/V.B/5-8/1/	
E.16	SS.2	1.7		CA/I.. /5-8/3/c CA/III.. /5-8/1/a CA/III.. /5-8/1/i CA/III.. /5-8/1/k		SS/II.D/5-8/2/	HP/II.B/5-8/3/	
							HP/II.B/5-8/4/	
							HP/II.B/5-8/6/	
							HP/II.B/5-8/7/	
							HP/II.B/5-8/7/	
							HP/II.B/5-8/8/	
E.17	SS.6	1.2 1.3		CA/I.. /5-8/1/d CA/I.. /5-8/1/e CA/I.. /5-8/3/c CA/I.. /5-8/4/a CA/III.. /5-8/2/e		SS/IV.A/5-8/6/j	HP/II.B/5-8/3/	FA/II.B/5-8/4/a
E.18	CA.7	1.2 1.6 1.9		CA/I.. /5-8/2/		SS/IV.B/5-8/1/		FA/II.B/5-8/4/a
F.1	CA.1 CA.5 CA.6	1.1 1.2 1.6 2.1 2.2		CA/I.. /5-8/1/a CA/I.. /5-8/4/a CA/I.. /5-8/6/c		SS/II.B/5-8/2/	HP/II.B/5-8/4/a	
						SS/II.C/5-8/2/		
F.2	CA.1 CA.5 CA.6 SS.4 SS.6	1.1 1.2 1.6 2.1 2.2		CA/I.. /5-8/1/e CA/I.. /5-8/4/a CA/III.. /5-8/2/e		SS/II.B/5-8/2/	HP/II.B/5-8/4/	FA/IV.A/5-8/1/a
						SS/II.E/5-8/2/		
F.3	CA.4	1.1 1.2 1.3 3.4		CA/I.. /5-8/3/c CA/I.. /5-8/3/g CA/II.. /5-8/4/e CA/III.. /5-8/1/a CA/III.. /5-8/1/d				
F.4	CA.4 MA.1	1.1 1.2 1.3		CA/I.. /5-8/3/c CA/I.. /5-8/3/g CA/I.. /5-8/4/a		SS/II.B/5-8/2/	HP/II.B/5-8/4/	FA/IV.C/5-8/1/a
							HP/II.D/5-8/1/a	FA/IV.D/5-8/1/a

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.5		CA/L/5-8/5/b				
		3.4		CA/III./5-8/1/i				
		3.6		CA/III./5-8/1/j				
F.5	CA.4	1.1		CA/L/5-8/1/e		SS/II.B/5-8/2/*	HP/I.B/5-8/1/*	FA/IV.A/5-8/1/a
	CA.5	1.5		CA/L/5-8/4/a			HP/I.B/5-8/2/*	
	MA.1	1.6		CA/III./5-8/2/e				
		1.7						
		3.5						
		3.8						
F.6	CA.4	1.1	MA/L/5-8/2/*	CA/L/5-8/2/a		SS/I.D/5-8/2/*	HP/II.C/5-8/2/*	
	CA.6	1.5	MA/III./5-8/1/*	CA/L/5-8/3/c		SS/I.D/5-8/7/*	HP/II.C/5-8/3/*	
	MA.1	1.6	MA/IV./5-8/2/*	CA/L/5-8/3/g		SS/II.D/5-8/2/*		
		1.7	MA/IV./5-8/3/*	CA/L/5-8/4/a		SS/II.D/5-8/6/*		
		3.5		CA/IV./9-12/1/g		SS/III.D/5-8/4/*		
		3.8						
F.7	CA.4	1.5		CA/L/5-8/3/c				
	CA.6	1.6		CA/L/5-8/6/a				
		2.1		CA/IV./5-8/1/g				
F.8	CA.4	1.1		CA/L/5-8/2/e	SC/VIII.A/5-8/2/a	SS/III.E/5-8/3/*	HP/III.D/5-8/2/a	
	CA.6	3.8		CA/IV./5-8/1/g		SS/IV.A/5-8/7/*		
F.9	CA.1	1.1		CA/L/5-8/4/a				
	CA.4	1.5						
	CA.6	1.6						
		1.7						
		3.8						
F.10	CA.1	1.1			SC/IA/5-8/4/a	SS/IV.E/5-8/1/*		
	CA.4							
	CA.6							
F.11	CA.4	1.1		CA/L/5-8/8/a		SS/III.C/5-8/4/*		
	CA.6	1.5		CA/IV./9-12/1/g				
		1.6						
		1.7						
		3.8						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
F.12	CA.1	2.2		CA/L./5-8/1/a		SS/II.E/5-8/4/	HP/III.B/5-8/1/	
	CA.4	4.4		CA/III./5-8/1/b			HP/III.B/5-8/3/	
	CA.6			CA/III./5-8/1/i				
F.13	CA.1	2.2		CA/L./5-8/6/a		SS/III.C/5-8/1/c		
	CA.4							
	CA.6							
F.14	CA.4	2.2		CA/L./5-8/6/a		SS/III.C/5-8/1/c		
	CA.6							
G.1	CA.1	1.1		CA/L./9-12/6/a	SC/VII.A/9-12/4/a			
	SC.3	1.2		CA/L./9-12/6/c	SC/VII.C/9-12/2/a			
		1.3						
		1.4						
		1.10						
G.2	CA.1	1.2	MA/IV./9-12/3/d	CA/L./9-12/2/			HP/I.B/9-12/5/a	
	CA.3	1.3		CA/L./9-12/6/a			HP/II.D/9-12/2/	
	CA.4	1.4		CA/L./9-12/6/c				
	CA.6	1.7		CA/L./9-12/6/d				
	CA.7	1.10						
	FA.4	4.8						
	HP.6							
	SS.6							
G.3	CA.1	1.1	MA/L./9-12/2/b	CA/L./9-12/6/a		SS/II.D/9-12/1/a		
	CA.4	1.2	MA/L./9-12/2/c	CA/L./9-12/6/c		SS/II.D/9-12/3/a		
	CA.5	1.8						
	MA.1	4.8						
	SS.4							
G.4	CA.1	1.2		CA/L./9-12/1/c				
	SS.4			CA/L./9-12/1/d				
G.5	CA.1	1.1		CA/L./9-12/1/b		SS/II.C/9-12/3/b		
	CA.3	1.2		CA/L./9-12/6/a				
	SC.3	1.3		CA/L./9-12/6/c				
		1.4						
		1.10						
		4.8						

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
G.6	CA.1	1.2		CA/L.19-12/1/c		SS/II.C/9-12/3/b		
	CA.3	1.8		CA/L.19-12/1/d				
	SS.4	1.9						
		3.6						
		4.1						
G.7	HP.2	1.10		CA/L.15-8/1/b		SS/II.C/5-8/2/1		FA/III.A/5-8/4/a
	SS.6	2.3		CA/L.15-8/3/a		SS/II.C/5-8/3/1		
		3.1		CA/L.15-8/3/b		SS/II.C/5-8/4/1		
		3.2		CA/L.15-8/3/c		SS/II.C/5-8/6/1		
		3.3		CA/L.15-8/5/d				
		3.6		CA/II.15-8/5/a				
		3.7		CA/II.15-8/5/b				
		3.8		CA/II.15-8/5/d				
		4.3		CA/III.15-8/2/a				
		4.5						
		4.6						
		4.7						
G.8	HP.6	1.2			SC/II.A/9-12/1/a		HP/II.C/9-12/1/a	
	SC.8	1.3					HP/III.C/9-12/1/b	
		1.4						
		1.8						

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.6						
F.3	CA.6	1.3		CA/I.. /9-12/2/a	SC/IA/9-12/3/a	SS/II.B/9-12/4/*	HP/IB/9-12/2/a	
	HP.2	1.9		CA/III.. /9-12/1/i		SS/II.B/9-12/7/*		
	SC.4	1.10				SS/II.C/9-12/7/*		
	SS.6	2.3				SS/III.B/9-12/2/*		
		3.2						
		4.3						
		4.6						
F.4	CA.6	1.1			SC/II.A/9-12/1/a	SS/II.B/9-12/1/*		
	HP.2	1.3				SS/II.B/9-12/2/*		
	SS.6	1.4				SS/II.D/9-12/2/*		
		1.6				SS/III.B/9-12/3/*		
		1.9				SS/IV.A/9-12/6/*		
		2.3						
		2.4						
F.5	CA.7	1.9		CA/III.. /9-12/2/c		SS/II.B/9-12/4/*	HP/IB/9-12/3/a	
	HP.2	2.3					HP/II.A/9-12/7/a	
	HP.5	4.7					HP/II.A/9-12/7/b	
	SS.6						HP/II.A/9-12/8/a	
							HP/II.A/9-12/8/b	
F.6	CA.6	1.2		CA/III.. /9-12/2/c		SS/II.B/9-12/3/*	HP/II.A/9-12/6/a	
	HP.2	1.6		CA/III.. /9-12/2/d		SS/II.B/9-12/7/*	HP/III.D/9-12/1/a	
	SS.6	2.3		CA/III.. /9-12/4/e		SS/II.C/9-12/5/*	HP/III.D/9-12/1/b	
		3.1				SS/III.B/9-12/5/*		
		3.2						
		3.3						
		3.6						
G.1	HP.2	4.3	MA/I.. /9-12/1/c	CA/III.. /9-12/1/a	SC/IA/9-12/3/a		HP/II.A/9-12/3/a	
		4.4	MA/I.. /9-12/2/c	CA/III.. /9-12/1/i				
		4.5	MA/I.. /9-12/3/c					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/I../9-12/4/c MA/II../9-12/4/h					
G.2	HP.2	4.3 4.4 4.5	MA/I../9-12/1/c MA/I../9-12/2/c MA/I../9-12/3/c MA/I../9-12/4/c MA/II../9-12/4/h		SC/IA/9-12/3/a		HP/IIA/9-12/3/a	
G.3	HP.2	4.3 4.4 4.5	MA/I../9-12/1/c MA/I../9-12/2/c MA/I../9-12/3/c MA/I../9-12/4/c MA/II../9-12/4/h	CA/I../9-12/98/#	SC/IA/9-12/3/a		HP/IIA/9-12/3/a	
G.4	HP.2 MA.4 SS.6	1.10 2.1 4.4 4.5	MA/VII../9-12/1/a MA/VII../9-12/2/a MA/VII../9-12/3/a MA/VII../9-12/4/a MA/VII../9-12/5/a					
G.5	HP.2 MA.6	2.1 2.5 3.6 4.5	MA/X../9-12/1/a MA/X../9-12/2/a MA/X../9-12/3/a MA/X../9-12/4/a MA/X../9-12/5/a					
H.1	HP.1 HP.2 HP.3 HP.5	1.1 1.3 4.7				SS/IV.B/9-12/1/*	HP/IB/9-12/1/a HP/IB/9-12/2/a HP/II.D/9-12/1/b	
H.2	HP.1 HP.2	4.7				SS/III.E/9-12/4/* SS/IV.B/9-12/1/*	HP/IB/9-12/1/a HP/V.B/9-12/1/b	
H.3	HP.1 HP.2 SS.6	1.6 2.3 4.7				SS/II.B/9-12/4/* SS/II.B/9-12/7/* SS/IV.B/9-12/2/*	HP/IB/9-12/3/a HP/V.B/9-12/3/a	
H.4	HP.6 SS.6	1.2 1.7				SS/IB/9-12/3/* SS/IB/9-12/4/*	HP/IB/9-12/1/a HP/IB/9-12/3/a	

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.7				SS / I.C / 9-12 / 6 / *	HP / I.B / 9-12 / 4 / a	
						SS / II.C / 9-12 / 1 / *	HP / III.A / 9-12 / 9 / a	
						SS / II.C / 9-12 / 3 / *	HP / III.D / 9-12 / 1 / a	
						SS / IV.C / 9-12 / 2 / *	HP / III.D / 9-12 / 1 / b	
H.5	HP 4	1.4					HP / II.A / 9-12 / 1 / a	
		2.5					HP / II.A / 9-12 / 2 / a	
		4.7					HP / II.A / 9-12 / 3 / a	
							HP / II.A / 9-12 / 4 / a	
							HP / II.B / 9-12 / 5 / a	
							HP / V.A / 9-12 / 1 / a	
							HP / V.A / 9-12 / 2 / a	
							HP / V.A / 9-12 / 4 / a	
H.6	HP 2	1.1	MA / I.. / 9-12 / 1 / c	CA / III.. / 9-12 / 1 / a	SC / I.A / 9-12 / 3 / a		HP / II.A / 9-12 / 3 / a	
	HP 4	3.6	MA / I.. / 9-12 / 1 / c	CA / III.. / 9-12 / 1 / I			HP / V.A / 9-12 / 3 / b	
		4.7	MA / I.. / 9-12 / 2 / c				HP / V.A / 9-12 / 5 / b	
			MA / I.. / 9-12 / 3 / c					
			MA / I.. / 9-12 / 4 / c					
			MA / II.. / 9-12 / 4 / h					
H.7	HP 2	1.1	MA / I.. / 9-12 / 1 / c	CA / I.. / 9-12 / 98 / #	SC / I.A / 9-12 / 3 / a		HP / I.A / 9-12 / 98 / #	
	HP 4	3.6	MA / I.. / 9-12 / 1 / c					
		4.7	MA / I.. / 9-12 / 2 / c					
			MA / I.. / 9-12 / 3 / c					
			MA / I.. / 9-12 / 4 / c					
			MA / II.. / 9-12 / 4 / h					
I.1	HP 5	1.8					HP / I.B / 9-12 / 6 / a	
	SS 6	1.8					HP / III.A / 9-12 / 10 / a	
		1.10					HP / III.C / 9-12 / 1 / *	
		3.1					HP / III.C / 9-12 / 2 / *	
							HP / III.C / 9-12 / 3 / *	
							HP / III.C / 9-12 / 4 / *	
							HP / III.C / 9-12 / 5 / *	
							HP / III.C / 9-12 / 6 / *	
							HP / V.A / 9-12 / 5 / d	
I.2	FA 4	1.8		CA / I.. / 9-12 / 1 / b			HP / III.B / 9-12 / 4 / *	FA / I.D / 9-12 / 7 / a

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.1	3.2					HP/V.C/9-12/1/*	
	HP.7						HP/V.C/9-12/2/*	
							HP/V.C/9-12/3/*	
I.3	HP.6	1.7		CA/I../9-12/2/e		SS/I.B/9-12/3/*	HP/I.A/9-12/2/a	
		3.6				SS/I.B/9-12/4/*	HP/I.B/9-12/8/a	
						SS/I.I.C/9-12/1/*	HP/I.C/9-12/1/b	
						SS/I.I.C/9-12/3/*	HP/I.C/9-12/3/a	
							HP/III.A/9-12/6/a	
							HP/III.A/9-12/9/a	
J.1	CA.1	1.1	MA/V../9-12/1/a	CA/I../9-12/1/b	SC/I.A/9-12/1/a		HP/I.B/9-12/1/a	
	CA.3	1.2	MA/V../9-12/2/a	CA/I../9-12/3/*	SC/I.A/9-12/2/a		HP/I.B/9-12/3/a	
	CA.4	1.3	MA/V../9-12/3/*	CA/I../9-12/6/a				
	CA.5	1.4	MA/V../9-12/4/*	CA/I../9-12/6/c				
	CA.6	1.5	MA/VII../9-12/1/a	CA/I../9-12/6/d				
	HP.6	1.6	MA/VII../9-12/2/a					
	MA.1	1.7	MA/VIII../9-12/3/*					
	MA.2	1.8	MA/VIII../9-12/4/*					
	MA.3	1.9	MA/VIII../9-12/5/*					
	SC.7	1.10						
		2.7						
		4.7						
J.2	CA.1	1.1	MA/I../9-12/4/*	CA/I../9-12/2/*		SS/III.C/9-12/4/*	HP/IA/9-12/3/*	
	CA.3	1.2		CA/I../9-12/3/*				
	CA.6	1.3		CA/IV../9-12/1/e				
	HP.6	1.4						
	SS.7	1.5						
		1.6						
		1.7						
		1.8						
		1.9						
		1.10						
		2.3						
		2.5						
		2.7						
		3.1						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.2						
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		4.1						
		4.7						
J.3	CA.1	1.2	MA/L/9-12/4/c	CA/L/9-12/1/b	SC/IB/9-12/3/a	SS/ID/9-12/3/	HP/LB/9-12/3/a	
	CA.3	1.3	MA/L/9-12/4/d	CA/L/9-12/2/a		SS/ILC/9-12/7/	HP/ILB/9-12/6/a	
	CA.4	1.4	MA/L/9-12/4/e	CA/L/9-12/2/b			HP/ILB/9-12/7/a	
	HP.2	1.6	MA/IL/9-12/1/a	CA/L/9-12/2/c			HP/ILC/9-12/3/a	
	HP.6	1.7	MA/III/9-12/2/b	CA/L/9-12/2/d				
	MA.1	1.8	MA/IV/9-12/2/c	CA/L/9-12/3/				
	MA.3	1.10	MA/IV/9-12/2/d	CA/L/9-12/6/c				
	SC.7	2.2	MA/IV/9-12/3/c	CA/L/9-12/6/d				
	SS.4	2.5	MA/IV/9-12/3/d	CA/IL/9-12/4/b				
	SS.6	2.7		CA/IL/9-12/4/c				
		3.1		CA/IL/9-12/4/d				
		3.4		CA/IL/9-12/4/e				
		3.5		CA/IL/9-12/4/f				
		3.6		CA/IL/9-12/4/g				
		3.7		CA/IL/9-12/4/h				
		3.8						
		4.1						
		4.5						
		4.7						
J.4	CA.1	1.4	MA/L/9-12/1/a	CA/L/9-12/1/b		SS/IV.D/9-12/1/	HP/LA/9-12/2/a	
	CA.3	1.6	MA/L/9-12/4/d	CA/L/9-12/2/			HP/LA/9-12/3/a	
	CA.4	1.8	MA/V/9-12/1/a	CA/L/9-12/3/			HP/ILB/9-12/1/a	
	CA.7	1.10	MA/V/9-12/2/a	CA/L/9-12/6/a			HP/ILB/9-12/2/a	
	HP.2	2.2		CA/L/9-12/6/c			HP/ILB/9-12/3/a	
	HP.3	2.5		CA/L/9-12/6/d			HP/ILB/9-12/5/a	
	HP.6	2.7		CA/IL/9-12/6/			HP/ILB/9-12/6/a	
	MA.1	3.1					HP/ILB/9-12/7/a	

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS.6	3.2					HP/II.B/9-12/8/a	
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.7						
K.1	CA.1	1.2	MA/III./9-12/1/a	CA/I./9-12/2/a	SC/II.C/9-12/1/a	SS/III.D/9-12/1/	HP/II.A/9-12/6/a	FA/IV.C/9-12/5/b
	CA.4	1.4	MA/III./9-12/1/c	CA/I./9-12/2/c			HP/II.B/9-12/1/a	FA/IV.D/9-12/2/b
	CA.7	1.5	MA/III./9-12/1/d	CA/I./9-12/2/d			HP/II.B/9-12/1/a	FA/IV.D/9-12/4/a
	FA.3	1.6	MA/III./9-12/4/a	CA/I./9-12/2/e			HP/II.B/9-12/3/a	
	FA.4	1.7	MA/III./9-12/4/c	CA/I./9-12/5/a			HP/II.B/9-12/5/a	
	FA.5	1.8	MA/III./9-12/4/d	CA/I./9-12/5/d			HP/II.B/9-12/6/a	
	HP.2	2.1	MA/III./9-12/5/a	CA/I./9-12/6/a			HP/II.B/9-12/7/a	
	HP.3	2.3	MA/III./9-12/5/c	CA/I./9-12/6/c				
	HP.6	2.7	MA/III./9-12/5/d	CA/I./9-12/6/d				
	MA.1	3.5	MA/IV./9-12/2/c					
	MA.3	4.1	MA/IV./9-12/3/c					
	SC.8	4.7						
	SS.4							
	SS.7							
K.2	CA.1	1.4	MA/I./9-12/1/a	CA/I./9-12/2/a	SC/II.A/9-12/4/a		HP/II.B/9-12/1/a	
	CA.6	1.8	MA/I./9-12/1/b	CA/I./9-12/2/c				
	HP.2	1.9	MA/I./9-12/1/c	CA/I./9-12/2/e				
	MA.1	1.10	MA/I./9-12/1/d	CA/I./9-12/3/				
	MA.3	4.1	MA/I./9-12/4/a	CA/IV./9-12/1/d				
	MA.5		MA/I./9-12/4/b	CA/IV./9-12/1/e				
	SC.8		MA/I./9-12/4/c	CA/IV./9-12/1/h				
			MA/I./9-12/4/d					
			MA/V./9-12/4/					
K.3	CA.1	1.2	MA/I./9-12/1/	CA/I./9-12/2/a		SS/II.B/9-12/4/		
	CA.3	1.3	MA/I./9-12/4/	CA/I./9-12/2/e		SS/II.B/9-12/5/		
	CA.4	1.4	MA/VII./9-12/2/a	CA/I./9-12/2/d				

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA 6	1.6		CA / L / 9-12 / 2 / a				
	HP 2	1.7		CA / L / 9-12 / 5 / a				
	MA 3	1.8		CA / L / 9-12 / 5 / d				
	MA 4	1.9		CA / IL / 9-12 / 3 / *				
	SS 6	2.1						
		2.2						
		2.5						
		2.7						
K 4	CA 1	1.2	MA / L / 9-12 / 4 / *	CA / L / 9-12 / 2 / d	SC / LA / 9-12 / 4 / a			
	CA 6	1.4	MA / IL / 9-12 / 1 / a					
	MA 1	1.6						
	MA 2	1.10						
	SC 1	2.5						
	SC 8	2.7						
		3.1						
		3.2						
		3.3						
K 5	CA 1	1.2	MA / III / 9-12 / 1 / c	CA / L / 9-12 / 2 / a	SC / LA / 9-12 / 4 / a		HP / IL D / 9-12 / 1 / *	
	CA 3	1.4	MA / III / 9-12 / 1 / d	CA / L / 9-12 / 2 / b	SC / IV C / 9-12 / 2 / a			
	CA 6	1.8	MA / III / 9-12 / 4 / c	CA / L / 9-12 / 2 / c				
	HP 2	1.10	MA / III / 9-12 / 4 / d	CA / L / 9-12 / 2 / d				
	SC 2	2.5	MA / III / 9-12 / 5 / c	CA / IL / 9-12 / 6 / *				
	SC 8	2.7	MA / III / 9-12 / 5 / d					
		3.3						
		3.5						
		4.1						
		4.7						
L 1	CA 3	1.2	MA / IV / 9-12 / 2 / c	CA / L / 9-12 / 2 / *				FA / IV A / 9-12 / 3 / a
	CA 4	1.3	MA / IV / 9-12 / 3 / c	CA / L / 9-12 / 6 / a				
	CA 6	1.4	MA / V / 9-12 / 2 / a	CA / L / 9-12 / 6 / c				
	FA 2	1.6		CA / L / 9-12 / 6 / d				
		1.8						
		1.10						
		2.5						
		2.7						

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.2						
		3.3						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.7						
L.2	CA.6	1.1	MA/VL./9-12/1/b	CA/L./9-12/2/c		SS/II.C/9-12/7/1*		FA/IVA/9-12/1/a
	FA.1	1.2	MA/VIII./9-12/1/1*	CA/L./9-12/6/a				FA/IVA/9-12/1/a
	FA.2	1.6		CA/L./9-12/6/c				FA/IV.C/9-12/4/a
	FA.3	1.10		CA/L./9-12/6/d				
	FA.4	2.4						
	SS.6	2.5						
		3.2						
		3.3						
		3.5						
		4.1						
L.3	CA.1	1.1		CA/II./9-12/3/1*		SS/II.C/9-12/7/1*	HP/V.B/9-12/1/b	
	CA.6	1.6					HP/V.B/9-12/2/a	
	HP.2	2.3						
	HP.4	2.5						
	SS.6	2.7						
		4.6						
		4.7						
M.1	CA.1	1.4	MA/IV./9-12/2/c	CA/L./9-12/1/b	SC/IA/9-12/4/a		HP/V.B/9-12/1/a	
	CA.3	1.5	MA/IX./9-12/1/a	CA/L./9-12/6/a	SC/IV.B/9-12/2/a			
	CA.6	1.6		CA/L./9-12/6/c	SC/IV.C/9-12/2/a			
	HP.6	1.10		CA/L./9-12/6/d				
	MA.5	2.5		CA/II./9-12/6/1*				
	SC.2	2.7		CA/III./9-12/1/1*				
	SC.7	3.1						
	SC.8	3.2						
		3.3						
		3.4						

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.5						
		3.6						
		3.7						
		4.7						
M.2	CA.1	1.2	MA / I.. / 9-12 / 4 / c	CA / I.. / 9-12 / 1 / b			HP / I.A / 9-12 / 3 / a	
	CA.3	1.3	MA / I.. / 9-12 / 4 / d	CA / I.. / 9-12 / 2 / a			HP / II.B / 9-12 / 1 / a	
	CA.4	1.4	MA / I.. / 9-12 / 4 / e	CA / I.. / 9-12 / 2 / b			HP / III.A / 9-12 / 1 / a	
	HP.2	1.5	MA / II.. / 9-12 / 1 / a	CA / I.. / 9-12 / 2 / c			HP / III.A / 9-12 / 9 / a	
	HP.3	1.6	MA / III.. / 9-12 / 2 / b	CA / I.. / 9-12 / 2 / d			HP / III.A / 9-12 / 11 / a	
	HP.4	1.7	MA / IV.. / 9-12 / 2 / c	CA / I.. / 9-12 / 3 / *			HP / III.B / 9-12 / 4 / a	
	HP.6	1.8	MA / IV.. / 9-12 / 2 / d	CA / I.. / 9-12 / 6 / c				
	HP.7	1.10	MA / IV.. / 9-12 / 3 / c	CA / I.. / 9-12 / 6 / d				
	MA.1	2.2	MA / IV.. / 9-12 / 3 / d	CA / II.. / 9-12 / 4 / b				
	MA.3	2.5		CA / II.. / 9-12 / 4 / c				
	SC.8	2.7		CA / II.. / 9-12 / 4 / d				
		3.1		CA / II.. / 9-12 / 4 / e				
		3.4		CA / II.. / 9-12 / 4 / f				
		3.5		CA / II.. / 9-12 / 4 / g				
		3.7		CA / II.. / 9-12 / 4 / h				
		3.8						
		4.1						
		4.5						
		4.7						
M.3	CA.1	1.2	MA / I.. / 9-12 / 4 / c	CA / I.. / 9-12 / 98 / e			HP / I.A / 9-12 / 3 / a	
	CA.3	1.3	MA / I.. / 9-12 / 4 / d				HP / II.B / 9-12 / 4 / a	
	CA.4	1.4	MA / I.. / 9-12 / 4 / e				HP / III.A / 9-12 / 1 / a	
	HP.2	1.5	MA / II.. / 9-12 / 1 / a				HP / III.A / 9-12 / 7 / a	
	HP.3	1.6	MA / III.. / 9-12 / 2 / b				HP / III.A / 9-12 / 12 / *	
	HP.5	1.7	MA / IV.. / 9-12 / 2 / c				HP / III.B / 9-12 / 1 / a	
	HP.6	1.8	MA / IV.. / 9-12 / 2 / d					
	MA.1	1.10	MA / IV.. / 9-12 / 3 / c					
	MA.3	2.2	MA / IV.. / 9-12 / 3 / d					
	SC.8	2.5						
		2.7						
		3.1						

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.4						
		3.5						
		3.7						
		3.8						
		4.1						
		4.5						
		4.7						
N.1	CA.1	1.3		CA/I.. /9-12/1/b	SC/IB/9-12/3/a			
	CA.3	1.4		CA/I.. /9-12/2/e	SC/III.A/9-12/3/a			
	SC.1	1.6						
	SC.7	1.10						
		2.5						
		2.7						
		3.1						
N.2	CA.3	1.4		CA/I.. /9-12/2/a	SC/IA/9-12/1/a			
	SC.1	3.1			SC/IB/9-12/1/a			
	SC.7	3.2			SC/III.A/9-12/3/a			
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
N.3	CA.1	1.4	MA/IV.. /9-12/2/1*	CA/I.. /9-12/1/b	SC/III.B/9-12/1/a	SS/II.B/9-12/2/1*	HP/IA/9-12/1/1*	FA/IV.A/9-12/3/b
	CA.3	1.10	MA/IV.. /9-12/3/1*	CA/II.. /9-12/6/a	SC/III.C/9-12/1/a	SS/II.B/9-12/3/1*	HP/II.A/9-12/5/1*	
	CA.4	2.1	MA/V.. /9-12/1/1*	CA/III.. /9-12/1/1*	SC/III.C/9-12/3/a		HP/II.B/9-12/4/1*	
	FA.2	2.5	MA/VI.. /9-12/1/1*	CA/IV.. /9-12/1/1*	SC/IV.C/9-12/2/a		HP/II.D/9-12/1/1*	
	HP.2	3.2	MA/IX.. /9-12/1/1*				HP/III.A/9-12/6/1*	
	HP.3	3.3						
	HP.6	4.3						
	MA.1	4.4						
	MA.5	4.5						
	SC.1	4.6						
	SC.2	4.7						

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
SS 6								
N 4	CA 1	1.4	MA / L / 9-12 / 98 / #	CA / L / 9-12 / 98 / #	SC / 1A / 9-12 / 98 / #	SS / 1A / 9-12 / 98 / #	HP / 1A / 9-12 / 98 / #	FA / IVA / 9-12 / 3 / b
	CA 3	1.10						
	CA 4	2.1						
	FA 2	2.5						
	HP 2	3.2						
	HP 3	3.3						
	HP 6	4.3						
	MA 1	4.4						
	MA 5	4.5						
	SC 1	4.6						
	SC 2	4.7						
	SS 6							
N 5	CA 1	1.4	MA / L / 9-12 / 98 / #	CA / L / 9-12 / 98 / #	SC / 1A / 9-12 / 98 / #	SS / 1A / 9-12 / 98 / #	HP / 1A / 9-12 / 98 / #	FA / IVA / 9-12 / 3 / b
	CA 3	1.10						
	CA 4	2.1						
	FA 2	2.5						
	HP 2	3.2						
	HP 3	3.3						
	HP 6	4.3						
	MA 1	4.4						
	MA 5	4.5						
	SC 1	4.6						
	SC 2	4.7						
	SS 6							
N 6	CA 1	1.4	MA / L / 9-12 / 98 / #	CA / L / 9-12 / 98 / #	SC / 1A / 9-12 / 98 / #	SS / 1A / 9-12 / 98 / #	HP / 1A / 9-12 / 98 / #	FA / IVA / 9-12 / 3 / b
	CA 3	1.10						
	CA 4	2.1						
	FA 2	2.5						
	HP 2	3.2						
	HP 3	3.3						
	HP 6	4.3						
	MA 1	4.4						
	MA 5	4.5						
	SC 1	4.6						

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC 2	4.7						
	SS 6							
N.7	CA.1	1.4	MA/I./9-12/98/#	CA/L./9-12/98/#	SC/IA/9-12/98/#	SS/LA/9-12/98/#	HP/LA/9-12/98/#	FA/IVA/9-12/3/b
	CA.3	1.10						
	CA.4	2.1						
	FA.2	2.5						
	HP.2	3.2						
	HP.3	3.3						
	HP.6	4.3						
	MA.1	4.4						
	MA.5	4.5						
	SC.1	4.6						
	SC.2	4.7						
	SS.6							
O.1	HP.2	4.3			SC/IIA/9-12/1/a	SS/IV.C/9-12/1/'	HP/II.D/9-12/1/'	
	SS.6	4.4						
		4.5						
O.2	HP.2	4.3				SS/II.D/9-12/1/'		
	SS.6	4.4						
		4.5						
O.3	MA.1	1.1			SC/VIII.A/9-12/3/a	SS/II.D/9-12/2/'	HP/IB/9-12/1/a	
	SS.4	1.4			SC/VIII.A/9-12/3/b	SS/II.D/9-12/3/'		
	SS.7	1.8				SS/III.D/9-12/2/'		
		1.10						
		3.6						
O.4	SS.4	1.1				SS/II.D/9-12/2/'		
		1.5						
		1.6						
		1.8						
		1.10						
		3.1						
O.5	MA.3	1.1	MA/II./9-12/1/h			SS/II.C/9-12/3/'		
	SS.4	1.6	MA/II./9-12/2/h			SS/II.D/9-12/2/'		
		1.10	MA/II./9-12/3/h			SS/III.D/9-12/1/'		

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.1	MA / II.. / 9-12 / 4 / h MA / VII.. / 9-12 / 1 / a MA / VII.. / 9-12 / 2 / a MA / VII.. / 9-12 / 3 / a MA / VII.. / 9-12 / 4 / a MA / VII.. / 9-12 / 5 / a					
O.6	MA.3 SS.4	1.8	MA / I.. / 9-12 / 4 / d	CA / III.. / 9-12 / 1 / a		SS / II.D / 9-12 / 2 / *	HP / I.B / 9-12 / 2 / a	
		1.10	MA / IV.. / 9-12 / 3 / d	CA / III.. / 9-12 / 1 / d		SS / IV.D / 9-12 / 1 / *		
		2.5	MA / VII.. / 9-12 / 1 / a	CA / III.. / 9-12 / 1 / e				
		3.2	MA / VII.. / 9-12 / 2 / a	CA / III.. / 9-12 / 1 / f				
		4.5	MA / VII.. / 9-12 / 3 / a	CA / III.. / 9-12 / 1 / g				
			MA / VII.. / 9-12 / 4 / a MA / VII.. / 9-12 / 5 / a	CA / III.. / 9-12 / 1 / h CA / III.. / 9-12 / 1 / i				
O.7	SS.4	1.2	MA / VII.. / 9-12 / 1 / a			SS / IV.D / 9-12 / 1 / *		
		1.6	MA / VII.. / 9-12 / 2 / a					
		3.3	MA / VII.. / 9-12 / 2 / a					
		3.7	MA / VII.. / 9-12 / 3 / a					
		4.1	MA / VII.. / 9-12 / 4 / a MA / VII.. / 9-12 / 4 / a MA / VII.. / 9-12 / 5 / a MA / VIII.. / 9-12 / 2 / b					
O.8	SS.4	1.4	MA / IV.. / 9-12 / 3 / d	CA / I.. / 9-12 / 3 / b		SS / I.D / 9-12 / 4 / *		
		1.8	MA / V.. / 9-12 / 1 / *					
O.9	SS.4	1.1	MA / VII.. / 9-12 / 1 / a	CA / I.. / 9-12 / 2 / e		SS / II.D / 9-12 / 2 / *		
		1.4	MA / VII.. / 9-12 / 2 / a			SS / II.D / 9-12 / 6 / *		
		3.2	MA / VII.. / 9-12 / 2 / a					
		3.8	MA / VII.. / 9-12 / 3 / a MA / VII.. / 9-12 / 4 / a MA / VII.. / 9-12 / 4 / a MA / VII.. / 9-12 / 5 / a					
O.10	SS.4 SS.6	1.1				SS / II.B / 9-12 / 1 / *	HP / II.A / 9-12 / 6 / a	
		1.4				SS / II.D / 9-12 / 6 / *		
		2.3						
		3.2						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
38								
P.1	HP 2	1.2			SC/IA/9-12/1/a	SS/III D/9-12/1/		
		1.7				SS/III D/9-12/2/		
		3.3				SS/IV D/9-12/1/		
		3.6						
P.2	HP 6	1.5		CA/L/9-12/2/e	SC/IA/9-12/1/a	SS/II D/9-12/1/	HP/II C/9-12/1/a	
		1.6				SS/II D/9-12/2/	HP/II C/9-12/1/b	
		1.7				SS/II D/9-12/3/		
P.3	CA 3	1.5		CA/L/9-12/3/d	SC/IB/9-12/2/a		HP/II B/9-12/6/	
		1.6		CA/L/9-12/3/e			HP/II C/9-12/3/	
		1.7		CA/L/9-12/3/f				
				CA/L/9-12/5/c				
				CA/IV/9-12/1/f				
P.4	MA 1	1.6	MA/L/9-12/4/c					
		1.9	MA/L/9-12/4/d					
		1.10	MA/V/9-12/1/c					
P.5	SC 8	1.10			SC/IA/9-12/4/a			
P.6	CA 1	1.8		CA/L/9-12/3/b		SS/IA/9-12/2/		
		1.10		CA/L/9-12/6/a		SS/IC/9-12/6/		
		2.1		CA/L/9-12/6/c		SS/IV D/9-12/4/		
		2.3		CA/L/9-12/6/d				
		2.4						
		3.1						
		4.2						
Q.1	CA 1	1.3	MA/L/9-12/1/c	CA/L/9-12/1/b		SS/II C/9-12/1/		FA/IV A/9-12/1/a
		1.4	MA/L/9-12/4/c	CA/III/9-12/1/a		SS/III D/9-12/1/		FA/IV A/9-12/6/a
		1.6	MA/II/9-12/1/a	CA/III/9-12/1/d				FA/IV B/9-12/1/b
		1.8	MA/VII/9-12/3/a	CA/III/9-12/1/e				FA/IV B/9-12/3/a
		1.9		CA/III/9-12/1/f				FA/IV B/9-12/3/b
		2.5		CA/III/9-12/1/g				FA/IV C/9-12/5/a
		2.7		CA/III/9-12/1/h				
		3.3		CA/III/9-12/1/i				
		3.5		CA/III/9-12/1/j				
		3.8		CA/IV/9-12/1/e				

KEY: * = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS.4	4.7						
	SS.6							
	SS.7							
Q.2	CA.1	1.1	MA / L. / 9-12 / 1 / *	CA / L. / 9-12 / 1 / a			HP / II.A / 9-12 / 6 / a	FA / IV.A / 9-12 / 1 / a
	CA.3	1.2	MA / L. / 9-12 / 4 / *	CA / L. / 9-12 / 1 / b				FA / IV.A / 9-12 / 1 / a
	CA.4	1.3	MA / V. / 9-12 / 3 / *	CA / L. / 9-12 / 2 / *				FA / IV.C / 9-12 / 5 / a
	FA.1	1.4	MA / VI. / 9-12 / 3 / b					FA / IV.C / 9-12 / 5 / b
	FA.2	1.5						FA / IV.D / 9-12 / 2 / b
	FA.3	1.6						
	HP.1	1.7						
	MA.1	1.8						
	MA.2	1.10						
	MA.3	2.1						
		2.2						
		2.3						
		2.4						
		2.5						
		2.6						
		2.7						
		3.1						
		3.2						
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
Q.3	CA.1	1.1	MA / V. / 9-12 / 1 / a	CA / L. / 9-12 / 1 / a				
	CA.3	1.2	MA / VI. / 9-12 / 1 / b	CA / L. / 9-12 / 1 / b				
	CA.4	1.4	MA / VII. / 9-12 / 1 / a	CA / L. / 9-12 / 2 / a				
	CA.6	1.5	MA / VII. / 9-12 / 2 / a	CA / L. / 9-12 / 2 / c				
	MA.1	1.7	MA / VII. / 9-12 / 2 / a	CA / L. / 9-12 / 2 / d				
	MA.2	1.8	MA / VII. / 9-12 / 3 / a	CA / L. / 9-12 / 2 / e				
	MA.3	1.10	MA / VII. / 9-12 / 4 / a	CA / L. / 9-12 / 3 / f				

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA 6	2.1	MA / VII.. / 9-12 / 5 / a	CA / I.. / 9-12 / 6 / a				
		2.2		CA / I.. / 9-12 / 6 / d				
		2.3		CA / II.. / 9-12 / 3 / b				
		2.5		CA / II.. / 9-12 / 3 / c				
		2.7		CA / II.. / 9-12 / 4 / a				
		3.1		CA / II.. / 9-12 / 4 / b				
		3.4		CA / II.. / 9-12 / 4 / c				
		3.5		CA / II.. / 9-12 / 4 / d				
		3.6		CA / II.. / 9-12 / 4 / e				
		3.8		CA / II.. / 9-12 / 4 / h				
		4.1		CA / II.. / 9-12 / 5 / a				
		4.4		CA / II.. / 9-12 / 5 / c				
				CA / III.. / 9-12 / 1 / *				
				CA / IV.. / 9-12 / 1 / c				
				CA / IV.. / 9-12 / 1 / d				
				CA / IV.. / 9-12 / 1 / e				
				CA / IV.. / 9-12 / 1 / f				
				CA / IV.. / 9-12 / 1 / h				
Q.4	CA.1	1.2	MA / I.. / 9-12 / 1 / a	CA / I.. / 9-12 / 2 / a		SS / II.C / 9-12 / 1 / *		
	CA.4	1.4	MA / I.. / 9-12 / 1 / b	CA / I.. / 9-12 / 2 / c		SS / II.C / 9-12 / 7 / *		
	CA.6	1.8	MA / III.. / 9-12 / 4 / d	CA / I.. / 9-12 / 2 / d				
	MA.1	1.10	MA / III.. / 9-12 / 5 / d	CA / I.. / 9-12 / 2 / e				
	MA.2	2.5	MA / V.. / 9-12 / 2 / a					
	MA.3	2.7	MA / VII.. / 9-12 / 4 / a					
	SS.4	3.5	MA / VII.. / 9-12 / 5 / a					
R.1	CA.1	1.1	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 1 / b		SS / I.D / 9-12 / 3 / *	HP / I.A / 9-12 / 3 / *	FA / IV.A / 9-12 / 4 / a
	CA.3	1.2	MA / I.. / 9-12 / 4 / *	CA / I.. / 9-12 / 3 / f		SS / II.C / 9-12 / 7 / *		FA / IV.B / 9-12 / 1 / a
	CA.4	1.3	MA / IV.. / 9-12 / 1 / c			SS / II.E / 9-12 / 1 / *		
	FA.2	1.4	MA / IV.. / 9-12 / 2 / c					
	FA.4	1.5	MA / IV.. / 9-12 / 3 / c					
	HP.6	1.6	MA / VI.. / 9-12 / 1 / *					
	MA.1	1.7	MA / VI.. / 9-12 / 3 / *					
	MA.2	1.8						
	MA.3	1.9						
	MA.4	1.10						

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.5	2.2						
	SS.4	2.5						
	SS.5	2.7						
	SS.6	3.1						
	SS.6	3.2						
		3.6						
		3.7						
		3.8						
		4.1						
		4.5						
R.2	CA.1	1.1	MA / I. / 9-12 / 1 / a	CA / I. / 9-12 / 1 / b				
	CA.3	1.2	MA / I. / 9-12 / 1 / b	CA / I. / 9-12 / 2 / a				
	CA.4	1.3	MA / I. / 9-12 / 1 / c	CA / I. / 9-12 / 2 / c				
	CA.6	1.4	MA / I. / 9-12 / 1 / d	CA / I. / 9-12 / 2 / d				
	FA.2	1.6	MA / V. / 9-12 / 1 / *	CA / I. / 9-12 / 2 / e				
	FA.4	1.7	MA / V. / 9-12 / 3 / *	CA / I. / 9-12 / 3 / f				
	MA.1	1.8	MA / V. / 9-12 / 4 / *	CA / I. / 9-12 / 6 / a				
	MA.2	1.10	MA / VI. / 9-12 / 1 / d	CA / I. / 9-12 / 6 / c				
	MA.3	2.1	MA / VI. / 9-12 / 2 / d	CA / II. / 9-12 / 5 / a				
	MA.5	2.2	MA / VI. / 9-12 / 3 / d	CA / II. / 9-12 / 5 / b				
		2.5	MA / VII. / 9-12 / 2 / a	CA / II. / 9-12 / 5 / c				
		2.7	MA / VII. / 9-12 / 2 / f	CA / III. / 9-12 / 1 / *				
		3.1	MA / VII. / 9-12 / 2 / g					
		3.2	MA / VII. / 9-12 / 2 / h					
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		4.1						
		4.6						
R.3	CA.1	1.1	MA / I. / 9-12 / 4 / *	CA / III. / 9-12 / 1 / *	SC / I.A / 9-12 / 4 / a	SS / II.C / 9-12 / 1 / *		FA / IV.D / 9-12 / 2 / b
	CA.3	1.2	MA / VII. / 9-12 / 2 / a			SS / II.C / 9-12 / 7 / *		
	CA.4	1.4	MA / VII. / 9-12 / 2 / g					
	CA.5	1.6	MA / VII. / 9-12 / 2 / h					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.6	1.7	MA / IX.. / 9-12 / 2 / b					
	CA.7	1.8						
	FA.2	1.10						
	FA.4	2.2						
	MA.1	2.5						
	MA.2	2.7						
	MA.3	3.1						
	MA.5	3.2						
	SC.8	3.3						
	SS.6	3.4						
	SS.7	3.5						
		3.8						
		4.1						
		4.5						
		4.6						
R.4	CA.1	1.4	MA / III.. / 9-12 / 4 / d	CA / III.. / 9-12 / 1 / a				FA / IV.D / 9-12 / 2 / b
	CA.3	1.5	MA / III.. / 9-12 / 5 / d	CA / III.. / 9-12 / 1 / b				
	CA.4	1.10	MA / IV.. / 9-12 / 1 / b	CA / III.. / 9-12 / 1 / e				
	CA.6	2.5	MA / IV.. / 9-12 / 1 / c	CA / III.. / 9-12 / 1 / f				
	FA.2	2.7	MA / IV.. / 9-12 / 1 / d	CA / III.. / 9-12 / 1 / g				
	MA.1	3.1	MA / IV.. / 9-12 / 2 / b	CA / III.. / 9-12 / 1 / h				
	MA.2	3.2	MA / IV.. / 9-12 / 2 / c	CA / III.. / 9-12 / 1 / i				
	MA.5	3.3	MA / IV.. / 9-12 / 2 / d	CA / III.. / 9-12 / 1 / j				
		3.4	MA / IV.. / 9-12 / 3 / b					
		3.5	MA / IV.. / 9-12 / 3 / c					
		3.6	MA / IV.. / 9-12 / 3 / d					
		3.7	MA / IX.. / 9-12 / 4 / d					
		3.8						
		4.1						
R.5	CA.3	1.10	MA / IV.. / 9-12 / 1 / d	CA / I.. / 9-12 / 1 / b	SC / I.A / 9-12 / 4 / a		HP / V.B / 9-12 / 1 / a	
	CA.6	2.5	MA / IX.. / 9-12 / 1 / d	CA / III.. / 9-12 / 1 / a	SC / IV.A / 9-12 / 1 / a			
	HP.6	3.1		CA / III.. / 9-12 / 1 / b				
	MA.5	3.2		CA / III.. / 9-12 / 1 / c				
	SC.2	3.3		CA / III.. / 9-12 / 1 / g				
	SC.8	3.4		CA / III.. / 9-12 / 1 / h				

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.5		CA / III.. / 9-12 / 1 / i				
		3.6		CA / III.. / 9-12 / 1 / j				
		3.7						
		4.7						
R.6	CA.3	1.5	MA / IV.. / 9-12 / 2 / c	CA / L.. / 9-12 / 98 / e	SC / IV.A / 9-12 / 1 / a			
	CA.6	1.10	MA / IX.. / 9-12 / 1 / d					
	FA.2	2.5						
	HP.6	2.7						
	MA.5	3.1						
	SC.2	3.2						
		3.3						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.4						
		4.5						
		4.6						
S.1	CA.1	1.2		CA / L.. / 9-12 / 2 / a	SC / VIII.A / 9-12 / 3 / b			
	CA.3	1.3		CA / L.. / 9-12 / 2 / c				
	CA.6	1.4		CA / L.. / 9-12 / 2 / d				
	SC.8	1.5		CA / L.. / 9-12 / 2 / e				
		1.6		CA / L.. / 9-12 / 3 / c				
		1.10		CA / L.. / 9-12 / 3 / f				
		2.1		CA / II.. / 9-12 / 4 / b				
		2.2		CA / II.. / 9-12 / 6 / *				
		2.5						
		2.7						
S.2	CA.3	2.5	MA / L.. / 9-12 / 1 / *	CA / III.. / 9-12 / 1 / a	SC / I.B / 9-12 / 1 / a			
	MA.1	2.7	MA / L.. / 9-12 / 4 / *	CA / III.. / 9-12 / 1 / d				
	SC.7	3.1		CA / III.. / 9-12 / 1 / e				
		3.2		CA / III.. / 9-12 / 1 / f				
		3.3		CA / III.. / 9-12 / 1 / g				
		3.4		CA / III.. / 9-12 / 1 / h				

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.5		CA / III. / 9-12 / 1 / i				
		3.6		CA / III. / 9-12 / 1 / j				
		3.7						
		3.8						
S.3	CA.1	1.1		CA / L. / 9-12 / 2 / a	SC / I.A / 9-12 / 4 / a			
	CA.3	1.2		CA / L. / 9-12 / 2 / c	SC / I.B / 9-12 / 1 / a			
	CA.6	1.3		CA / L. / 9-12 / 2 / d	SC / III.C / 9-12 / 1 / a			
	SC.1	1.4		CA / L. / 9-12 / 2 / e	SC / III.C / 9-12 / 3 / a			
	SC.7	1.6		CA / II. / 9-12 / 6 / *				
	SC.8	1.7		CA / IV. / 9-12 / 1 / b				
		1.10		CA / IV. / 9-12 / 1 / c				
		2.5		CA / IV. / 9-12 / 1 / d				
		2.7		CA / IV. / 9-12 / 1 / e				
		3.5		CA / IV. / 9-12 / 1 / f				
		4.1		CA / IV. / 9-12 / 1 / h				
S.4	CA.1	1.1		CA / L. / 9-12 / 1 / a	SC / I.A / 9-12 / 4 / a		HP / I.C / 9-12 / 1 / a	
	CA.3	1.2		CA / L. / 9-12 / 1 / b	SC / I.B / 9-12 / 3 / a		HP / III.B / 9-12 / 1 / a	
	CA.4	1.4		CA / L. / 9-12 / 2 / a	SC / I.A / 9-12 / 2 / a		HP / III.D / 9-12 / 2 / a	
	CA.6	1.5		CA / L. / 9-12 / 2 / c				
	HP.5	1.7		CA / L. / 9-12 / 2 / d				
	HP.6	1.8		CA / L. / 9-12 / 2 / e				
	HP.7	1.10		CA / L. / 9-12 / 3 / f				
	SC.4	2.1		CA / L. / 9-12 / 6 / a				
	SC.7	2.2		CA / L. / 9-12 / 6 / d				
	SC.8	2.3		CA / II. / 9-12 / 4 / *				
		2.5		CA / II. / 9-12 / 5 / *				
		2.7		CA / III. / 9-12 / 1 / *				
		3.1		CA / IV. / 9-12 / 3 / i				
		3.4						
		3.5						
		3.6						
		3.8						
		4.1						
		4.2						
		4.3						

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.4						
		4.7						
S.5	CA.3	1.10	MA/IX./9-12/1/d	CA/L./9-12/1/f	SC/IA/9-12/4/a		HP/V.B/9-12/1/a	
	CA.6	2.5		CA/III./9-12/1/a	SC/IVA/9-12/1/a			
	HP.4	2.7		CA/III./9-12/1/b				
	MA.5	3.1		CA/III./9-12/1/c				
	SC.8	3.2		CA/III./9-12/1/g				
		3.3		CA/III./9-12/1/h				
		3.4		CA/III./9-12/1/i				
		3.5		CA/III./9-12/1/j				
		3.6						
		3.7						
S.6	CA.1	1.4		CA/L./9-12/1/a		SS/II.C/9-12/3/*	HP/V.B/9-12/1/a	
	CA.3	1.5		CA/L./9-12/1/b		SS/II.D/9-12/7/*	HP/V.B/9-12/2/a	
	CA.4	1.6		CA/L./9-12/2/a		SS/III.C/9-12/4/*	HP/V.B/9-12/2/b	
	CA.5	1.10		CA/L./9-12/2/b				
	CA.6	2.3		CA/L./9-12/2/c				
	HP.7	2.5		CA/II./9-12/6/*				
	SS.6	3.1		CA/III./9-12/1/*				
		3.2		CA/IV./9-12/1/*				
		4.1						
		4.2						
		4.3						
		4.4						
		4.5						
		4.6						
		4.7						
S.7	CA.1	1.1	MA/L./9-12/1/*	CA/L./9-12/1/a	SC/IA/9-12/1/a			
	CA.3	1.2	MA/L./9-12/4/*	CA/L./9-12/1/b	SC/IA/9-12/3/a			
	CA.4	1.3	MA/V./9-12/1/*	CA/L./9-12/2/a	SC/IA/9-12/4/a			
	CA.6	1.4	MA/V./9-12/3/*	CA/L./9-12/2/c				
	HP.7	1.6		CA/L./9-12/2/d				
	MA.1	1.7		CA/L./9-12/2/e				
	MA.2	1.8		CA/L./9-12/3/f				
	SC.7	1.10		CA/L./9-12/6/a				

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.8	2.1		CA / L. / 9-12 / 6 / d				
		2.2		CA / II. / 9-12 / 4 / *				
		2.5		CA / II. / 9-12 / 5 / *				
		2.7		CA / III. / 9-12 / 1 / *				
		3.1		CA / IV. / 9-12 / 1 / *				
		3.2		CA / IV. / 9-12 / 3 / i				
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.7						
S.8	CA.1	1.2	MA / IV. / 9-12 / 2 / *	CA / L. / 9-12 / 1 / a	SC / I.A / 9-12 / 4 / a			
	CA.3	1.4	MA / IV. / 9-12 / 3 / *	CA / L. / 9-12 / 1 / b				
	CA.4	1.5	MA / VI. / 9-12 / 1 / *	CA / III. / 9-12 / 1 / a				
	MA.1	1.7		CA / III. / 9-12 / 1 / d				
	MA.2	1.10		CA / III. / 9-12 / 1 / e				
	MA.5	2.5		CA / III. / 9-12 / 1 / f				
	SC.8	3.1		CA / III. / 9-12 / 1 / g				
		3.2		CA / III. / 9-12 / 1 / h				
		3.3		CA / III. / 9-12 / 1 / i				
		3.4		CA / III. / 9-12 / 1 / j				
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.4						
		4.6						
		4.7						
		4.8						
T.1	CA.3	1.5	MA / X. / 9-12 / 1 / a	CA / L. / 9-12 / 3 / a		SS / II.E / 9-12 / 4 / *		
	MA.2	3.1	MA / X. / 9-12 / 2 / a	CA / L. / 9-12 / 3 / i				

KEY: * = may use all "to do" statements
 98 = same Frameworks as previous competency
 99 = "to know" statements may not be applicable

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.2	MA/X.. /9-12 /3 /a					
		3.3	MA/X.. /9-12 /4 /a					
		3.6	MA/X.. /9-12 /5 /a					
T.2	FA.4	1.8	MA/L.. /9-12 /4 /c			SS/II.B/9-12 /2 /*	HP/I.B/9-12 /3 /a	
		1.10	MA/X.. /9-12 /1 /a					
		2.5	MA/X.. /9-12 /2 /a					
		3.2	MA/X.. /9-12 /3 /a					
		3.3	MA/X.. /9-12 /4 /a					
		4.1	MA/X.. /9-12 /5 /a					
		4.5						
T.3	CA.3	1.5	MA/X.. /9-12 /1 /a	CA/I.. /9-12 /2 /a			HP/I.B/9-12 /2 /a	
	MA.2	1.10	MA/X.. /9-12 /2 /a	CA/I.. /9-12 /2 /a				
	SS.6	2.3	MA/X.. /9-12 /3 /a	CA/I.. /9-12 /3 /a				
		3.1	MA/X.. /9-12 /4 /a	CA/I.. /9-12 /3 /1				
		4.3	MA/X.. /9-12 /5 /a	CA/IV.. /9-12 /2 /c				
		4.7						
T.4	FA.4	1.5		CA/L.. /9-12 /3 /a		SS/II.B/9-12 /1 /*	HP/II.A/9-12 /6 /a	FA/IV.C/9-12 /4 /b
	SS.6	2.3		CA/L.. /9-12 /3 /1		SS/II.E/9-12 /3 /*		
		3.6						
T.5	FA.4	1.10						FA/IV.A/9-12 /2 /a
		2.5						FA/IV.B/9-12 /1 /a
								FA/IV.B/9-12 /1 /b
								FA/IV.D/9-12 /1 /d
								FA/IV.D/9-12 /2 /a
U.1	CA.3	1.2			SC/II.A/9-12 /2 /a			
	SC.4	4.7						
U.2	SC.1	1.2		CA/III.. /9-12 /1 /1	SC/II.A/9-12 /4 /a	SS/II.C/9-12 /3 /*		
	SS.6	4.7		CA/IV.. /9-12 /2 /c	SC/II.A/9-12 /2 /a	SS/II.D/9-12 /3 /*		
					SC/III.B/9-12 /1 /a	SS/III.C/9-12 /4 /*		
					SC/III.B/9-12 /2 /a	SS/III.E/9-12 /4 /*		
					SC/III.C/9-12 /2 /a			
					SC/III.C/9-12 /3 /a			
					SC/III.C/9-12 /4 /a			
U.3	HP.6	1.3			SC/II.A/9-12 /1 /a	SS/II.D/9-12 /5 /*	HP/III.D/9-12 /1 /a	

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC 4	2.3 4.7			SC/VIII.A/9-12/2/a SC/VIII.A/9-12/2/b	SS/III.D/9-12/5/' SS/III.E/9-12/5/' SS/IV.E/9-12/2/'	HP/III.D/9-12/1/b HP/III.D/9-12/2/a	
V.1	CA.1 CA.2 MA.1 SS.4	1.4 1.6 1.8 1.10 2.7 3.1 3.4 3.5 3.6 3.7 3.8	MA/I../9-12/4/c MA/II../9-12/1/a	CA/I../9-12/2/a		SS/I.D/9-12/3/d SS/I.D/9-12/3/e SS/I.D/9-12/3/f SS/I.D/9-12/3/g SS/I.D/9-12/3/h SS/II.B/9-12/2/'		
V.2	CA.3 HP.6 SS.3 SS.4 SS.6	2.2 2.3 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 4.1 4.5 4.6 4.7				SS/IV.D/9-12/1/'	HP/II.D/9-12/1/b	
V.3	MA.2 SC.1 SC.2	1.4 1.10 4.7	MA/VI../9-12/1/a MA/VI../9-12/2/b MA/VI../9-12/3/c		SC/IA/9-12/4/a			
V.4	CA.3 SC.8 SS.7	1.2 1.4 1.7		CA/I../9-12/2/a		SS/III.A/9-12/1/' SS/III.B/9-12/1/' SS/III.C/9-12/1/'		

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.8				SS/III.D/9-12/1/1*		
		1.10				SS/III.E/9-12/1/1*		
		2.7						
		3.1						
		4.7						
V.5	HP.2	3.1	MA/I../9-12/1/a		SC/II.A/9-12/4/a		HP/II.B/9-12/4/a	
	MA.1	3.2	MA/I../9-12/4/c					
	SC.1	3.3	MA/I../9-12/4/d					
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
V.6	CA.3	1.8		CA/I../9-12/2/a				
		1.10						
		3.1						
		3.2						
		3.3						
		4.7						
V.7	CA.3	1.4	MA/I../9-12/1/a	CA/I../9-12/2/a	SC/IV.A/9-12/1/a	SS/II.E/9-12/3/*	HP/II.D/9-12/1/a	FA/IV.A/9-12/6/a
	FA.2	3.1	MA/I../9-12/3/b			SS/II.E/9-12/4/*	HP/II.D/9-12/1/b	FA/IV.C/9-12/3/a
	HP.4	3.2	MA/I../9-12/4/c				HP/IV.D/9-12/1/a	FA/IV.C/9-12/4/a
	MA.1	3.3	MA/I../9-12/4/d				HP/IV.D/9-12/1/b	FA/IV.C/9-12/5/a
	MA.2	3.4	MA/I../9-12/4/e				HP/IV.D/9-12/2/a	FA/IV.C/9-12/5/b
	MA.3	3.5					HP/IV.D/9-12/3/a	
	MA.6	3.6						
	SC.1	3.7						
	SC.2	3.8						
	SS.6	4.1						
	SS.7	4.5						
		4.6						
		4.7						
W.1	HP.6	3.1			SC/II.A/9-12/1/a		HP/III.D/9-12/1/a	

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.1	3.2			SC/II.A/9-12/2/a		HP/III.D/9-12/1/b	
	SC.2	3.3					HP/III.D/9-12/2/a	
	SC.3	3.4					HP/III.D/9-12/2/b	
	SC.4	3.5						
	SC.8	3.6						
		3.7						
		3.8						
		4.1						
		4.7						
W.2	HP.7	3.1					HP/V.C/9-12/2/a	
		3.2					HP/V.C/9-12/2/b	
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.7						
W.3	SC.1	3.1			SC/II.A/9-12/1/a			
	SC.2	3.2			SC/II.A/9-12/2/a			
		3.3			SC/II.B/9-12/1/a			
		3.4			SC/II.B/9-12/2/a			
		3.5			SC/II.C/9-12/1/a			
		3.6			SC/II.C/9-12/2/a			
		3.7						
		3.8						
		4.1						
		4.7						
X.1	CA.1	1.4		CA/I./9-12/1/		SS/II.B/9-12/2/	HP/II.D/9-12/1/a	FA/IV.C/9-12/1/c
	CA.2	1.5		CA/I./9-12/5/a		SS/II.C/9-12/7/	HP/II.D/9-12/1/b	
	CA.3	1.6		CA/I./9-12/5/b		SS/II.E/9-12/3/	HP/VA/9-12/5/	
	CA.4	1.10		CA/I./9-12/5/d		SS/II.E/9-12/4/		
	CA.5	2.3		CA/II./9-12/5/a		SS/III.B/9-12/1/		
	CA.6	2.4		CA/II./9-12/5/b		SS/III.B/9-12/2/		

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.7	2.5		CA/II../9-12/5/c		SS/III.B/9-12/4/*		
	FA.2	3.1		CA/II../9-12/6/a				
	FA.3	3.2		CA/III../9-12/1/a				
	FA.4	4.1		CA/III../9-12/1/b				
	FA.5	4.2		CA/IV../9-12/1/*				
	HP.2	4.3		CA/IV../9-12/3/a				
	HP.3	4.4		CA/IV../9-12/3/c				
	HP.4	4.7		CA/IV../9-12/3/d				
	HP.5			CA/IV../9-12/3/e				
	HP.6			CA/IV../9-12/3/f				
	SS.5							
	SS.6							
X.2	CA.1	1.4	MA/I../9-12/4/b	CA/I../9-12/1/*	SC/II.A/9-12/1/a	SS/II.E/9-12/3/*		FA/IV.C/9-12/1/c
	CA.2	1.5	MA/I../9-12/4/c	CA/I../9-12/2/a				
	CA.3	1.6	MA/I../9-12/4/c	CA/I../9-12/2/b				
	CA.4	2.4		CA/I../9-12/2/d				
	CA.5	3.1		CA/I../9-12/6/*				
	CA.6	3.2		CA/II../9-12/5/a				
	CA.7	3.4		CA/II../9-12/5/b				
	FA.3	3.5		CA/II../9-12/5/c				
	MA.1	3.6		CA/II../9-12/6/a				
	SC.7	3.7		CA/IV../9-12/1/*				
	SS.6	3.8		CA/IV../9-12/3/a				
		4.1		CA/IV../9-12/3/c				
		4.4		CA/IV../9-12/3/d				
				CA/IV../9-12/3/e				
				CA/IV../9-12/3/f				
X.3	HP.2	1.1			SC/VII.A/9-12/1/a		HP/I.A/9-12/1/a	
	HP.3	1.2			SC/VII.A/9-12/2/a		HP/I.A/9-12/2/a	
	HP.4	1.3					HP/II.B/9-12/4/a	
	HP.5	1.4					HP/II.A/9-12/1/a	
	HP.6	1.5					HP/II.A/9-12/2/a	
	HP.7	1.6					HP/II.B/9-12/5/a	
	SC.3	1.7					HP/II.B/9-12/6/a	
	SC.8	1.8					HP/II.B/9-12/7/a	

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.1					HP / III.C / 9-12 / 1 / a	
X.4	HP.2	3.1				SS / III.D / 9-12 / 1 / *	HP / II.B / 9-12 / 6 / a	
	SS.4	3.2				SS / III.E / 9-12 / 2 / *		
	SS.5	3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
X.5	HP.2	3.1				SS / III.D / 9-12 / 1 / *	HP / II.B / 9-12 / 6 / a	
	SS.4	3.2				SS / III.E / 9-12 / 2 / *		
	SS.5	3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
X.6	CA.1	2.3	MA / I.. / 9-12 / 4 / c	CA / II.. / 9-12 / 3 / a		SS / IV.D / 9-12 / 1 / *		
	CA.2	3.1		CA / II.. / 9-12 / 5 / a				
	CA.5	3.2		CA / II.. / 9-12 / 5 / b				
	CA.7	3.3		CA / II.. / 9-12 / 5 / c				
	MA.1	3.4		CA / II.. / 9-12 / 5 / d				
	SS.6	3.5		CA / II.. / 9-12 / 6 / a				
		3.6		CA / III.. / 9-12 / 1 / a				
		3.7		CA / III.. / 9-12 / 1 / b				
		3.8		CA / IV.. / 9-12 / 1 / a				
		4.3		CA / IV.. / 9-12 / 1 / b				
		4.4		CA / IV.. / 9-12 / 1 / c				
				CA / IV.. / 9-12 / 1 / d				
				CA / IV.. / 9-12 / 1 / e				
				CA / IV.. / 9-12 / 1 / f				
				CA / IV.. / 9-12 / 1 / g				
				CA / IV.. / 9-12 / 1 / h				

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
X.7	CA.1 HP.2	3.1		CA / IV.. / 9-12 / 1 / d			HP / II.D / 9-12 / 1 / a	
		3.2		CA / IV.. / 9-12 / 2 / a			HP / II.D / 9-12 / 1 / b	
		3.3		CA / IV.. / 9-12 / 3 / a				
		3.4		CA / IV.. / 9-12 / 3 / d				
		3.5		CA / IV.. / 9-12 / 3 / e				
		3.6						
		3.7						
		3.8						
		4.1						
		4.7						
X.8	CA.1	3.1		CA / IV.. / 9-12 / 1 / d				
		3.2		CA / IV.. / 9-12 / 2 / a				
		3.3		CA / IV.. / 9-12 / 3 / a				
		3.4		CA / IV.. / 9-12 / 3 / d				
		3.5		CA / IV.. / 9-12 / 3 / e				
		3.6						
		3.7						
Y.1	FA.2 MA.2	3.1	MA / I.. / 9-12 / 1 / b					FA / IV.A / 9-12 / 6 / a
		3.2	MA / I.. / 9-12 / 4 / d					FA / IV.C / 9-12 / 5 / b
		3.3	MA / II.. / 9-12 / 2 / c					
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.7						
Y.2	HP.5 HP.6	3.1					HP / III.D / 9-12 / 1 / a	
		3.2					HP / III.D / 9-12 / 1 / b	
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.1						
		4.7						
Y.3	CA.1	3.1		CA / I.. / 9-12 / 5 / d			HP / I.B / 9-12 / 1 / a	
	CA.2	3.2		CA / II.. / 9-12 / 5 / a			HP / I.B / 9-12 / 2 / a	
	CA.3	3.3		CA / II.. / 9-12 / 5 / b			HP / I.B / 9-12 / 3 / a	
	CA.6	3.4		CA / II.. / 9-12 / 5 / c			HP / II.D / 9-12 / 1 / a	
	HP.2	3.5		CA / II.. / 9-12 / 6 / a			HP / II.D / 9-12 / 1 / b	
		3.6		CA / III.. / 9-12 / 1 / a				
		3.7		CA / III.. / 9-12 / 1 / b				
		3.8		CA / IV.. / 9-12 / 1 / c				
		4.1		CA / IV.. / 9-12 / 1 / d				
		4.4		CA / IV.. / 9-12 / 1 / e				
				CA / IV.. / 9-12 / 1 / f				
				CA / IV.. / 9-12 / 1 / g				
				CA / IV.. / 9-12 / 1 / h				
				CA / IV.. / 9-12 / 1 / i				
Y.4	CA.2	1.1		CA / I.. / 9-12 / 1 / b			HP / II.A / 9-12 / 1 / a	FA / I.A / 9-12 / 3 / a
	CA.3	1.2		CA / I.. / 9-12 / 4 / a			HP / IV.B / 9-12 / 1 / a	FA / II.C / 9-12 / 1 / a
	FA.4	3.1		CA / I.. / 9-12 / 4 / b			HP / IV.B / 9-12 / 1 / b	FA / III.A / 9-12 / 2 / a
	HP.4	3.2		CA / I.. / 9-12 / 6 / a			HP / IV.B / 9-12 / 2 / a	FA / IV.C / 9-12 / 5 / a
		3.3		CA / II.. / 9-12 / 4 / a			HP / IV.B / 9-12 / 2 / b	FA / IV.C / 9-12 / 5 / c
		3.4		CA / II.. / 9-12 / 4 / b			HP / IV.B / 9-12 / 3 / a	
		3.5		CA / II.. / 9-12 / 5 / a			HP / IV.B / 9-12 / 3 / b	
		3.6		CA / II.. / 9-12 / 5 / b			HP / IV.B / 9-12 / 3 / c	
		3.7		CA / III.. / 9-12 / 1 / a				
		3.8		CA / III.. / 9-12 / 1 / b				
		4.1		CA / III.. / 9-12 / 1 / j				
				CA / III.. / 9-12 / 4 / d				
				CA / IV.. / 9-12 / 1 / d				
Za.1	CA.1	1.3	MA / III.. / 9-12 / 4 / d	CA / I.. / 9-12 / 1 / b				
	CA.3	1.4	MA / III.. / 9-12 / 5 / d	CA / I.. / 9-12 / 2 / a				
	CA.4	1.5		CA / I.. / 9-12 / 2 / c				
	CA.7	1.6		CA / I.. / 9-12 / 2 / d				
		1.7		CA / I.. / 9-12 / 3 / b				
		1.8		CA / I.. / 9-12 / 3 / c				

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.10		CA / L. / 9-12 / 3 / d				
		2.1		CA / L. / 9-12 / 3 / e				
		2.2		CA / L. / 9-12 / 3 / f				
		2.5		CA / II. / 9-12 / 6 / *				
		2.7		CA / III. / 9-12 / 1 / a				
		3.1		CA / III. / 9-12 / 1 / f				
		3.5		CA / III. / 9-12 / 1 / j				
		4.8		CA / III. / 9-12 / 4 / a				
				CA / III. / 9-12 / 4 / b				
				CA / III. / 9-12 / 4 / c				
Za.2	CA.1	1.1		CA / L. / 9-12 / 1 / b		SS / II.C / 9-12 / 7 / *	HP / I.B / 9-12 / 5 / a	
	CA.3	1.2		CA / L. / 9-12 / 3 / b		SS / II.E / 9-12 / 6 / *	HP / II.D / 9-12 / 1 / a	
	CA.4	1.3		CA / L. / 9-12 / 3 / c			HP / II.D / 9-12 / 1 / b	
	CA.7	1.4		CA / L. / 9-12 / 3 / d			HP / II.D / 9-12 / 2 / a	
	HP.2	1.5		CA / L. / 9-12 / 3 / e				
	HP.6	1.6		CA / L. / 9-12 / 3 / f				
	SS.6	1.7		CA / II. / 9-12 / 6 / *				
		1.8		CA / III. / 9-12 / 4 / a				
		1.10		CA / III. / 9-12 / 4 / c				
		2.1		CA / III. / 9-12 / 4 / d				
		2.2						
		3.1						
		3.2						
		3.7						
		4.8						
Za.3	CA.1	1.2	MA / III. / 9-12 / 4 / d	CA / L. / 9-12 / 1 / b		SS / II.C / 9-12 / 7 / *	HP / I.B / 9-12 / 1 / a	
	CA.3	1.3	MA / III. / 9-12 / 5 / d	CA / L. / 9-12 / 2 / a		SS / II.E / 9-12 / 6 / *	HP / I.B / 9-12 / 2 / a	
	CA.4	1.4		CA / L. / 9-12 / 2 / c			HP / I.B / 9-12 / 3 / a	
	CA.7	1.5		CA / L. / 9-12 / 2 / d			HP / II.A / 9-12 / 5 / a	
	HP.2	1.6		CA / L. / 9-12 / 3 / b			HP / II.A / 9-12 / 5 / b	
	HP.6	1.7		CA / L. / 9-12 / 3 / c			HP / II.D / 9-12 / 1 / a	
	SS.6	1.8		CA / L. / 9-12 / 3 / d			HP / II.D / 9-12 / 1 / b	
		1.10		CA / L. / 9-12 / 3 / e			HP / II.D / 9-12 / 2 / *	
		2.1		CA / L. / 9-12 / 3 / f				
		2.2		CA / II. / 9-12 / 4 / b				

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.3		CA / II.. / 9-12 / 4 / c				
		2.5		CA / II.. / 9-12 / 4 / d				
		2.7		CA / II.. / 9-12 / 4 / e				
		3.1		CA / II.. / 9-12 / 4 / f				
		3.2		CA / II.. / 9-12 / 4 / g				
		3.4		CA / II.. / 9-12 / 4 / h				
		3.5		CA / II.. / 9-12 / 6 / *				
		3.6		CA / IV.. / 9-12 / 1 / e				
		3.7		CA / IV.. / 9-12 / 1 / h				
		4.1		CA / IV.. / 9-12 / 1 / i				
		4.5						
		4.7						
		4.8						
Za.4	CA.1	1.2	MA / IV.. / 9-12 / 3 / d	CA / I.. / 9-12 / 2 / *			HP / I.B / 9-12 / 5 / a	
	CA.3	1.3		CA / I.. / 9-12 / 6 / a			HP / II.D / 9-12 / 2 / *	
	CA.4	1.4		CA / I.. / 9-12 / 6 / c				
	CA.6	1.7		CA / I.. / 9-12 / 6 / d				
	CA.7	1.10						
	FA.4	4.8						
	HP.6							
	SS.6							
Za.5	CA.1	1.1	MA / III.. / 9-12 / 4 / d	CA / I.. / 9-12 / 2 / c		SS / II.B / 9-12 / 2 / *	HP / I.B / 9-12 / 5 / a	
	CA.3	1.4	MA / III.. / 9-12 / 5 / d			SS / II.E / 9-12 / 6 / *	HP / II.D / 9-12 / 2 / a	
	CA.4	1.6				SS / III.D / 9-12 / 5 / *		
	CA.7	1.7				SS / III.E / 9-12 / 2 / *		
	HP.6	1.10				SS / III.E / 9-12 / 6 / n		
	SS.4	2.7				SS / IV.A / 9-12 / 6 / i		
	SS.5	3.2						
	SS.6	3.3						
		3.5						
		4.1						
		4.5						
		4.8						
Za.6	CA.1	1.4		CA / I.. / 9-12 / 1 / b		SS / IV.A / 9-12 / 7 / *	HP / I.B / 9-12 / 5 / a	
	CA.3	1.7		CA / II.. / 9-12 / 6 / a		SS / IV.B / 9-12 / 4 / *	HP / II.D / 9-12 / 2 / *	

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.4	1.8		CA / III.. / 9-12 / 4 / c				
	HP.6	1.10		CA / III.. / 9-12 / 4 / d				
	SS.6	2.1		CA / III.. / 9-12 / 4 / e				
		2.2						
		2.5						
		2.7						
		3.5						
		4.1						
		4.5						
		4.8						
Za.7	CA.1	1.3	MA / III.. / 9-12 / 4 / d	CA / I.. / 9-12 / 6 / a		SS / II.B / 9-12 / 5 / *		
	CA.3	1.4	MA / III.. / 9-12 / 5 / d	CA / I.. / 9-12 / 6 / c				
	CA.4	1.6	MA / V.. / 9-12 / 1 / a	CA / II.. / 9-12 / 3 / *				
	CA.6	1.7		CA / II.. / 9-12 / 4 / a				
	CA.7	1.8		CA / II.. / 9-12 / 4 / b				
	HP.2	1.10		CA / II.. / 9-12 / 4 / c				
	MA.1	2.1		CA / II.. / 9-12 / 4 / d				
	SS.6	2.2		CA / II.. / 9-12 / 4 / e				
	SS.7	2.3		CA / II.. / 9-12 / 4 / f				
		2.5		CA / II.. / 9-12 / 4 / g				
		2.6		CA / II.. / 9-12 / 4 / h				
		2.7		CA / II.. / 9-12 / 6 / *				
		3.1						
		3.5						
		3.6						
		3.7						
		4.1						
		4.4						
		4.6						
		4.7						
		4.8						
Za.8	CA.1	1.2	MA / I.. / 9-12 / 4 / c	CA / I.. / 9-12 / 1 / b		SS / II.C / 9-12 / 7 / *	HP / I.A / 9-12 / 2 / a	
	CA.3	1.3	MA / I.. / 9-12 / 4 / d	CA / I.. / 9-12 / 2 / a			HP / III.A / 9-12 / 7 / a	
	CA.4	1.4	MA / I.. / 9-12 / 4 / e	CA / I.. / 9-12 / 2 / b			HP / III.B / 9-12 / 3 / a	
	HP.1	1.6	MA / II.. / 9-12 / 1 / a	CA / I.. / 9-12 / 2 / c			HP / III.D / 9-12 / 2 / a	

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.4	1.8	MA / III.. / 9-12 / 2 / b	CA / I.. / 9-12 / 2 / d			HP / III.D / 9-12 / 2 / b	
	HP.5	1.10	MA / IV.. / 9-12 / 2 / c	CA / I.. / 9-12 / 3 / *			HP / V.A / 9-12 / 2 / a	
	MA.1	2.2	MA / IV.. / 9-12 / 2 / d	CA / I.. / 9-12 / 6 / c				
	MA.3	2.5	MA / IV.. / 9-12 / 3 / c	CA / I.. / 9-12 / 6 / d				
	SC.7	2.7	MA / IV.. / 9-12 / 3 / d	CA / II.. / 9-12 / 4 / b				
	SS.6	3.1		CA / II.. / 9-12 / 4 / c				
		3.4		CA / II.. / 9-12 / 4 / d				
		3.5		CA / II.. / 9-12 / 4 / e				
		3.6		CA / II.. / 9-12 / 4 / f				
		3.7		CA / II.. / 9-12 / 4 / g				
		3.8		CA / II.. / 9-12 / 4 / h				
		4.1						
		4.3						
		4.5						
		4.7						
		4.8						
Zb.1	CA.2	1.2		CA / I.. / 9-12 / 2 / *				
	CA.4	1.3						
	CA.7	1.4						
		1.7						
		2.6						
Zb.2	CA.1	1.4		CA / I.. / 9-12 / 3 / b				
	CA.4	1.8		CA / II.. / 9-12 / 4 / b				
	CA.7	2.1		CA / II.. / 9-12 / 4 / d				
		2.2		CA / II.. / 9-12 / 4 / e				
		2.5		CA / II.. / 9-12 / 4 / g				
		2.6		CA / II.. / 9-12 / 4 / h				
		2.7		CA / II.. / 9-12 / 6 / *				
		4.3		CA / IV.. / 9-12 / 3 / a				
		4.4		CA / IV.. / 9-12 / 3 / b				
		4.5		CA / IV.. / 9-12 / 3 / d				
		4.8		CA / IV.. / 9-12 / 3 / e				
				CA / IV.. / 9-12 / 3 / f				
Zb.3	CA.1	1.4		CA / II.. / 9-12 / 3 / *				
	CA.4	1.5		CA / II.. / 9-12 / 4 / b				

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.7	1.6 2.1 2.2 2.5 2.6 4.5 4.8		CA / II.. / 9-12 / 4 / d CA / II.. / 9-12 / 4 / e CA / II.. / 9-12 / 4 / g CA / II.. / 9-12 / 4 / h CA / II.. / 9-12 / 6 / *				
Zb.4	CA.1 CA.4 CA.7	1.4 1.5 1.6 2.1 2.2 2.5 2.6 4.5 4.8		CA / II.. / 9-12 / 3 / * CA / II.. / 9-12 / 4 / d CA / II.. / 9-12 / 4 / e CA / II.. / 9-12 / 4 / g CA / II.. / 9-12 / 4 / h CA / II.. / 9-12 / 6 / *				
Zb.5	CA.1 CA.5 CA.6 CA.7	1.6 1.10 2.1 2.3 4.1 4.2 4.3 4.5 4.6 4.8		CA / II.. / 9-12 / 6 / a CA / IV.. / 9-12 / 1 / * CA / IV.. / 9-12 / 2 / a CA / IV.. / 9-12 / 2 / c CA / IV.. / 9-12 / 3 / a CA / IV.. / 9-12 / 3 / d CA / IV.. / 9-12 / 3 / e				
Zb.6	CA.1 CA.4 CA.7	1.4 2.1 2.2 2.5 2.6 4.1 4.2 4.3 4.4		CA / II.. / 9-12 / 4 / b CA / II.. / 9-12 / 4 / d CA / II.. / 9-12 / 4 / e CA / II.. / 9-12 / 4 / g CA / II.. / 9-12 / 4 / h CA / II.. / 9-12 / 6 / * CA / IV.. / 9-12 / 3 / a CA / IV.. / 9-12 / 3 / b CA / IV.. / 9-12 / 3 / d				

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.5		CA / IV.. / 9-12 / 3 / e				
		4.8		CA / IV.. / 9-12 / 3 / f				

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	CA.1	1.1		CA / I.. / 9-12 / 1 / b		SS / IV.A / 9-12 / 5 / *		
	CA.3	1.2		CA / I.. / 9-12 / 2 / *		SS / IV.A / 9-12 / 8 / *		
	CA.4	1.4		CA / I.. / 9-12 / 3 / *		SS / IV.B / 9-12 / 2 / *		
	CA.5	1.5		CA / II.. / 9-12 / 3 / c				
	CA.6	1.7		CA / II.. / 9-12 / 4 / *				
	HP.3	1.8		CA / II.. / 9-12 / 5 / *				
	HP.6	1.9		CA / III.. / 9-12 / 1 / g				
	MA.3	2.1						
	SC.8	2.2						
	SS.4	2.3						
	SS.6	2.5						
	SS.7	2.6						
		2.7						
		3.1						
		3.2						
		3.3						
		3.4						
		3.8						
		4.1						
		4.2						
		4.3						
		4.4						
		4.5						
		4.6						
		4.7						
		4.8						
A.2	CA.1	1.1	MA / I.. / 9-12 / 1 / *	CA / III.. / 9-12 / 1 / *		SS / II.B / 9-12 / 5 / *		
	CA.3	1.2	MA / VII.. / 9-12 / 4 / a	CA / IV.. / 9-12 / 1 / a				
	CA.6	1.3		CA / IV.. / 9-12 / 1 / c				
	SC.8	1.5		CA / IV.. / 9-12 / 1 / d				
	SS.6	1.8		CA / IV.. / 9-12 / 1 / e				
		1.10		CA / IV.. / 9-12 / 1 / f				
		2.1		CA / IV.. / 9-12 / 1 / g				
		2.2		CA / IV.. / 9-12 / 1 / h				
		2.3						

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.6						
		2.7						
		3.1						
		3.2						
		3.3						
		3.4						
		3.6						
		3.7						
		3.8						
		4.1						
		4.3						
		4.4						
		4.5						
		4.6						
		4.8						
B.1	SS.4	1.2	MA/II../9-12/4/h	CA/II../9-12/3/*		SS/I.D/9-12/1/*		
						SS/III.D/9-12/5/*		
B.2	SS.3	1.2				SS/IV.A/9-12/2/*		
		1.4				SS/IV.A/9-12/3/*		
		1.6						
		4.2						
B.3	CA.3	1.2		CA/I../9-12/2/*				
		1.3		CA/I../9-12/3/a				
		1.4		CA/III../9-12/1/				
		1.6						
B.4	CA.5	1.5		CA/I../9-12/3/d			HP/II.B/9-12/6/*	FA/IV.D/9-12/4/a
	HP.6			CA/I../9-12/3/e			HP/II.C/9-12/3/*	FA/IV.D/9-12/4/b
				CA/I../9-12/3/f				
				CA/IV../9-12/1/f				
				CA/IV../9-12/3/*				
B.5		1.2	MA/II../9-12/4/h	CA/I../9-12/3/b				
		1.6	MA/V../9-12/3/*	CA/I../9-12/3/e				
		1.8	MA/V../9-12/4/*					
		1.10						

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
C.1		1.2			SC/II.A/9-12/1/a	SS/II.B/9-12/2/*	HP/II.D/9-12/1/*	
		1.6						
		4.5						
C.2		1.2			SC/II.A/9-12/1/a	SS/II.B/9-12/2/*		
		1.6						
		2.3						
		3.1						
		3.2						
		3.3						
		3.4						
		3.7						
		3.8						
		4.1						
		4.5						
C.3		3.2		CA/IV../9-12/1/e		SS/IV.D/9-12/1/*	HP/II.D/9-12/1/*	
		3.3				SS/IV.D/9-12/2/*		
		3.4						
		3.6						
		3.7						
		3.8						
		4.1						
		4.5						
C.4		1.2		CA/L../9-12/3/a		SS/II.D/9-12/1/*		
		3.3						
C.5		1.7		CA/II../9-12/3/*				
		4.2		CA/II../9-12/4/b				
		4.3		CA/IV../9-12/1/g				
		4.4		CA/IV../9-12/1/h				
		4.7		CA/IV../9-12/3/d				
				CA/IV../9-12/3/i				
D.1		1.2	MA/L../9-12/1/c	CA/L../9-12/2/*		SS/II.D/9-12/1/*		
		1.3	MA/II../9-12/1/h	CA/III../9-12/1/j		SS/II.D/9-12/2/*		
		1.4	MA/II../9-12/2/h			SS/II.D/9-12/6/*		
		1.6	MA/II../9-12/3/h					

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/II../9-12/4/h MA/V../9-12/1/a MA/V../9-12/3/a					
D.2	SS.4	1.2 1.4 1.6 1.8	MA/I../9-12/4/c	CA/IV../9-12/1/e		SS/II.D/9-12/2/*		
D.3	MA.1	1.2 1.6 1.8 4.6	MA/II../9-12/1/h MA/II../9-12/2/h MA/II../9-12/3/h MA/II../9-12/4/h MA/V../9-12/1/a MA/V../9-12/3/a MA/VII../9-12/4/a MA/VII../9-12/5/a	CA/II../9-12/4/a CA/II../9-12/4/b CA/II../9-12/4/e CA/II../9-12/4/f CA/III../9-12/1/* CA/IV../9-12/1/b CA/IV../9-12/1/d CA/IV../9-12/1/e CA/IV../9-12/1/f CA/IV../9-12/1/g CA/IV../9-12/1/h		SS/II.B/9-12/2/* SS/II.B/9-12/3/* SS/II.D/9-12/1/*		
D.4	MA.1 MA.3	1.2 1.5 3.7 3.8 4.6	MA/II../9-12/1/h MA/II../9-12/2/h MA/II../9-12/3/h MA/II../9-12/4/h MA/V../9-12/1/a MA/V../9-12/3/a	CA/II../9-12/4/a CA/II../9-12/4/b CA/II../9-12/4/e CA/II../9-12/4/f CA/III../9-12/1/* CA/IV../9-12/1/e		SS/II.D/9-12/2/*		
E.1	MA.1 SS.4	1.2 1.8 4.2 4.3	MA/II../9-12/1/h MA/II../9-12/2/h MA/II../9-12/3/h MA/II../9-12/4/h	CA/IV../9-12/1/e		SS/II.A/9-12/6/* SS/II.D/9-12/5/* SS/II.D/9-12/6/*		
E.2	MA.1	1.5 1.7 1.8 2.7 3.1	MA/V../9-12/1/* MA/V../9-12/3/*	CA/III../9-12/1/j		SS/II.D/9-12/2/*		
E.3	MA.1	1.5	MA/X../9-12/3/h	CA/II../9-12/3/*		SS/II.D/9-12/2/*		

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.6		CA / II.. / 9-12 / 5 / *				
		1.8						
		3.8						
		4.5						
		4.6						
E.4	MA.1	1.2	MA / VII.. / 9-12 / 4 / a	CA / II.. / 9-12 / 5 / *				
	SS.4	1.6	MA / VII.. / 9-12 / 5 / a					
		1.8	MA / X.. / 9-12 / 3 / h					
		3.8						
		4.5						
		4.6						
E.5	MA.1	1.2	MA / II.. / 9-12 / 1 / h	CA / II.. / 9-12 / 5 / *		SS / I.A / 9-12 / 6 / *		
		1.8	MA / II.. / 9-12 / 2 / h	CA / III.. / 9-12 / 1 / j		SS / I.D / 9-12 / 5 / *		
		3.8	MA / II.. / 9-12 / 3 / h			SS / II.D / 9-12 / 6 / *		
		4.5	MA / II.. / 9-12 / 4 / h					
		4.6						
E.6		1.2	MA / I.. / 9-12 / 4 / c	CA / I.. / 9-12 / 2 / *		SS / II.D / 9-12 / 6 / *		
		1.5	MA / VII.. / 9-12 / 4 / a	CA / II.. / 9-12 / 5 / *				
		1.6	MA / VII.. / 9-12 / 5 / a					
		1.8						
		4.3						
		4.7						
F.1		1.2	MA / I.. / 9-12 / 4 / c	CA / I.. / 9-12 / 2 / *		SS / I.D / 9-12 / 3 / *		
		1.3						
		1.4						
		1.6						
F.2	SS.3	1.2	MA / I.. / 9-12 / 4 / c	CA / II.. / 9-12 / 3 / *		SS / I.D / 9-12 / 3 / *		
		1.8		CA / II.. / 9-12 / 4 / b		SS / I.D / 9-12 / 6 / *		
		4.2		CA / III.. / 9-12 / 1 / e				
		4.3		CA / III.. / 9-12 / 1 / j				
F.3		1.2	MA / VII.. / 9-12 / 4 / a	CA / I.. / 9-12 / 6 / c		SS / I.D / 9-12 / 3 / *		
		1.6	MA / VII.. / 9-12 / 5 / a					
		3.8						
F.4		1.8	MA / I.. / 9-12 / 3 / c	CA / I.. / 9-12 / 2 / a		SS / I.D / 9-12 / 3 / *		

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/II.. /9-12/4/h	CA/I.. /9-12/2/e CA/II.. /9-12/4/b CA/III.. /9-12/1/a CA/III.. /9-12/1/b CA/III.. /9-12/1/c CA/III.. /9-12/1/d CA/III.. /9-12/1/e				
F.5		1.2 1.5 1.8	MA/I.. /9-12/3/c	CA/I.. /9-12/2/* CA/I.. /9-12/3/a CA/I.. /9-12/3/b CA/I.. /9-12/3/e		SS/I.D/9-12/3/* SS/II.D/9-12/3/*		
G.1		1.2 1.3 1.6 1.8	MA/I.. /9-12/3/c MA/I.. /9-12/4/c	CA/I.. /9-12/2/*				
G.2	MA.1	1.2 1.6 1.8 3.8 4.2		CA/I.. /9-12/2/*		SS/II.D/9-12/1/* SS/II.D/9-12/2/*		
G.3	MA.1	1.1 1.2 1.4 1.7 1.8 3.1 3.4 3.6 3.8		CA/I.. /9-12/3/a CA/I.. /9-12/3/f CA/II.. /9-12/3/* CA/III.. /9-12/1/* CA/IV.. /9-12/3/*		SS/I.A/9-12/6/* SS/IV.A/9-12/2/c SS/IV.A/9-12/2/d SS/IV.A/9-12/2/e		
H.1		1.2 1.3 1.4 1.6		CA/I.. /9-12/2/*		SS/III.D/9-12/5/* SS/III.D/9-12/6/*		FA/IV.A/9-12/4/a FA/IV.A/9-12/6/a
H.2	MA.1	1.2	MA/I.. /9-12/3/c	CA/III.. /9-12/1/e		SS/II.D/9-12/2/*		

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.6	MA/VII.. /9-12 /4 /a			SS/II.E/9-12/3/i		
		1.8	MA/VII.. /9-12 /5 /a			SS/II.E/9-12/5/i		
		3.8				SS/II.E/9-12/5/j		
		4.1						
H.3	MA.1	1.8	MA/V.. /9-12 /1 /*	CA/IV.. /9-12 /1 /e	SC/VI.A/9-12/3/b			FA/IV.A/9-12/3/a
		1.10	MA/V.. /9-12 /3 /*					FA/IV.A/9-12/3/b
		3.8	MA/VII.. /9-12 /4 /a					FA/IV.A/9-12/4/a
		4.1	MA/VII.. /9-12 /5 /a					
H.4		1.2		CA/IV.. /9-12 /3 /*		SS/IV.A/9-12/2/c		
		1.4				SS/IV.A/9-12/2/d		
		4.2				SS/IV.A/9-12/2/e		
H.5	SS.3	1.2	MA/I.. /9-12 /3 /c	CA/IV.. /9-12 /1 /e	SC/III.C/9-12/4/a	SS/II.D/9-12/1/*	HP/I.B/9-12/6/a	FA/IV.B/9-12/4/a
	SS.4	1.4	MA/I.. /9-12 /4 /c	CA/IV.. /9-12 /1 /f	SC/VI.A/9-12/3/b	SS/II.D/9-12/2/*	HP/II.A/9-12/1/a	FA/IV.C/9-12/4/a
	SS.5	1.8		CA/IV.. /9-12 /1 /g		SS/II.E/9-12/4/j	HP/II.A/9-12/6/a	
		3.1		CA/IV.. /9-12 /1 /h		SS/II.E/9-12/5/i	HP/II.B/9-12/4/a	
		3.8				SS/II.E/9-12/5/j		
						SS/III.E/9-12/2/i		
						SS/III.E/9-12/2/n		
I.1	SC.8	1.2		CA/III.. /9-12 /1 /e				
		1.5						
		1.8						
I.2	MA.1	1.2	MA/II.. /9-12 /1 /h	CA/IV.. /9-12 /1 /a		SS/II.D/9-12/3/*		
		1.4	MA/II.. /9-12 /2 /h	CA/IV.. /9-12 /1 /b				
		1.5	MA/II.. /9-12 /3 /h	CA/IV.. /9-12 /1 /c				
		1.6	MA/II.. /9-12 /4 /h	CA/IV.. /9-12 /1 /d				
		1.8	MA/V.. /9-12 /1 /a	CA/IV.. /9-12 /1 /e				
		3.6	MA/V.. /9-12 /3 /a	CA/IV.. /9-12 /1 /f				
		3.8	MA/VII.. /9-12 /4 /a	CA/IV.. /9-12 /1 /g				
		4.5	MA/VII.. /9-12 /5 /a	CA/IV.. /9-12 /1 /h				
			MA/X.. /9-12 /3 /h					
I.3	SS.3	4.2	MA/IV.. /9-12 /3 /b	CA/II.. /9-12 /3 /*		SS/I.A/9-12/6/*		
		4.3		CA/IV.. /9-12 /1 /a		SS/IV.A/9-12/2/c		
				CA/IV.. /9-12 /1 /b		SS/IV.A/9-12/2/d		
				CA/IV.. /9-12 /1 /c		SS/IV.A/9-12/2/e		

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA/IV../9-12/1/d CA/IV../9-12/1/e CA/IV../9-12/1/f CA/IV../9-12/1/g CA/IV../9-12/1/h		SS/IV.A/9-12/2/g SS/IV.A/9-12/3/c SS/IV.A/9-12/3/d SS/IV.A/9-12/3/e SS/IV.A/9-12/3/g		
J.1		1.2 1.6 1.8 3.8	MA/I../9-12/1/b MA/I../9-12/3/c MA/I../9-12/4/c MA/II../9-12/4/h MA/V../9-12/1/	CA/I../9-12/2/			HP/IV.D/9-12/3/a	FA/IV.C/9-12/4/a FA/IV.C/9-12/5/a FA/IV.C/9-12/5/b FA/IV.D/9-12/2/a FA/IV.D/9-12/2/b FA/IV.D/9-12/4/a FA/IV.D/9-12/4/b
J.2		1.2 1.5 1.6 1.8 3.3 3.8 4.1	MA/II../9-12/1/h MA/II../9-12/2/h MA/II../9-12/3/h MA/II../9-12/4/h MA/V../9-12/1/ * MA/V../9-12/3/ * MA/VII../9-12/4/a MA/VII../9-12/5/a	CA/I../9-12/3/a CA/III../9-12/1/j CA/IV../9-12/1/a CA/IV../9-12/1/b CA/IV../9-12/1/c CA/IV../9-12/1/d CA/IV../9-12/1/e CA/IV../9-12/1/f CA/IV../9-12/1/g CA/IV../9-12/1/h	SC/II.A/9-12/1/a		HP/IA/9-12/1/ * HP/IA/9-12/3/a	
K.1	MA.1	1.2 1.3 1.8 3.1 3.2 3.3 3.4 3.5 3.6 3.7 4.6	MA/II../9-12/1/h MA/II../9-12/2/h MA/II../9-12/3/h MA/II../9-12/4/h MA/V../9-12/1/ * MA/V../9-12/3/ * MA/VII../9-12/4/a MA/VII../9-12/5/a	CA/I../9-12/3/a CA/III../9-12/1/j CA/III../9-12/1/j CA/IV../9-12/1/a CA/IV../9-12/1/b CA/IV../9-12/1/c CA/IV../9-12/1/d CA/IV../9-12/1/e CA/IV../9-12/1/f CA/IV../9-12/1/g CA/IV../9-12/1/h			HP/II.B/9-12/1/a HP/II.B/9-12/8/a	
K.2	HP.6	1.2		CA/I../9-12/3/d			HP/II.C/9-12/3/a	

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.7						
		4.1						
L.1	HP.2	1.2		CA/IV../9-12/1/a			HP/IA/9-12/1/a	
	HP.6	1.5		CA/IV../9-12/1/b			HP/IA/9-12/2/a	
		1.6		CA/IV../9-12/1/c			HP/IA/9-12/4/a	
		1.8		CA/IV../9-12/1/d			HP/II.C/9-12/1/b	
		3.8		CA/IV../9-12/1/e				
		4.7		CA/IV../9-12/1/f				
				CA/IV../9-12/1/g				
				CA/IV../9-12/1/h				
L.2	SS.4	1.2	MA/V../9-12/1/a	CA/III../9-12/1/j			HP/IA/9-12/3/*	
		1.5	MA/V../9-12/3/a	CA/IV../9-12/1/e			HP/IB/9-12/1/a	
		1.6	MA/VII../9-12/4/a	CA/IV../9-12/1/g			HP/IB/9-12/3/a	
		1.8	MA/VII../9-12/5/a				HP/IB/9-12/4/a	
		3.8					HP/II.C/9-12/1/b	
L.3	HP.2	1.7		CA/III../9-12/1/*	SC/II.C/9-12/1/a		HP/II.B/9-12/1/a	
		4.1		CA/IV../9-12/1/d			HP/II.B/9-12/3/*	
		4.7		CA/IV../9-12/1/e			HP/II.B/9-12/4/*	
				CA/IV../9-12/1/f			HP/II.B/9-12/5/*	
				CA/IV../9-12/1/g			HP/II.C/9-12/1/*	
				CA/IV../9-12/1/h				
L.4	HP.5	1.4		CA/I../9-12/3/b			HP/II.C/9-12/1/a	
		1.8		CA/I../9-12/3/e			HP/II.C/9-12/1/b	
M.1	CA.6	1.2		CA/IV../9-12/1/e		SS/II.A/9-12/4/*		
	SS.3	1.4				SS/IV.D/9-12/2/*		
		1.7						
		1.8						
		1.10						
		4.1						
		4.5						
		4.6						
M.2	HP.6	1.2	MA/VII../9-12/4/a	CA/III../9-12/1/j		SS/II.C/9-12/3/*	HP/III.C/9-12/1/a	
	SC.8	1.3	MA/VII../9-12/5/a			SS/III.C/9-12/4/*	HP/III.C/9-12/1/b	
		1.4						

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.8						
M.3	SC.4	1.4	MA/VII.. /9-12/4/a	CA/III.. /9-12/1/j	SC/II.A/9-12/1/a			
	SC.8	1.10	MA/VII.. /9-12/5/a		SC/II.A/9-12/2/a			
	SS.2	2.7						
N.1	SS.6	1.4		CA/I.. /9-12/1/b		SS/IV.B/9-12/4/e		
		1.5		CA/I.. /9-12/2/a		SS/IV.B/9-12/4/i		
		1.7		CA/I.. /9-12/2/b				
		4.8		CA/I.. /9-12/2/c				
				CA/I.. /9-12/2/e				
N.2	SC.3	1.1		CA/I.. /9-12/6/a				
		1.2		CA/I.. /9-12/6/c				
		1.3		CA/IV.. /9-12/3/*				
		1.4						
		1.10						
N.3	MA.1	1.1	MA/I.. /9-12/2/b	CA/IV.. /9-12/3/a				
	SS.4	1.2	MA/I.. /9-12/2/c	CA/IV.. /9-12/3/d				
		1.8						
		4.8						
N.4	CA.6	2.2		CA/II.. /9-12/4/a				
		2.6		CA/II.. /9-12/4/b				
				CA/II.. /9-12/4/c				
				CA/II.. /9-12/4/e				
				CA/II.. /9-12/4/i				
				CA/IV.. /9-12/1/a				
				CA/IV.. /9-12/1/b				
				CA/IV.. /9-12/1/c				
				CA/IV.. /9-12/1/d				
				CA/IV.. /9-12/1/e				
				CA/IV.. /9-12/1/f				
				CA/IV.. /9-12/1/g				
				CA/IV.. /9-12/1/h				
				CA/IV.. /9-12/3/*				
N.5	SS.6	1.2		CA/IV.. /9-12/3/d		SS/II.C/9-12/7/l	HP/V.B/9-12/1/*	
		1.10				SS/II.C/9-12/7/m		

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.4						
N.6		1.2		CA / I.. / 9-12 / 1 / b				
		1.5		CA / IV.. / 9-12 / 3 / c				
		4.8		CA / IV.. / 9-12 / 3 / d				

Family/Individual Health

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	CA.1	1.1	MA/I.. /9-12/1/b	CA/II.. /9-12/3/*	SC/IA/9-12/1/a	SS/IA/9-12/6/c		
	CA.3	1.2	MA/I.. /9-12/1/c	CA/II.. /9-12/4/*	SC/IA/9-12/2/a	SS/IA/9-12/6/j		
	CA.4	1.4	MA/I.. /9-12/1/d	CA/III.. /9-12/1/*	SC/IA/9-12/3/a	SS/IA/9-12/6/k		
	CA.5	1.5	MA/I.. /9-12/3/b	CA/III.. /9-12/4/a	SC/IA/9-12/4/a	SS/IA/9-12/6/l		
	CA.6	1.7	MA/I.. /9-12/3/c	CA/III.. /9-12/4/b	SC/II.A/9-12/1/a	SS/IA/9-12/6/m		
	HP.1	1.8	MA/I.. /9-12/3/d	CA/IV.. /9-12/3/*	SC/II.A/9-12/2/a	SS/IA/9-12/7/c		
	HP.2	1.9			SC/VIII.A/9-12/1/a	SS/IA/9-12/7/j		
	HP.3	2.1			SC/VIII.A/9-12/2/b	SS/IA/9-12/7/k		
	HP.4	2.2			SC/VIII.B/9-12/1/a	SS/IA/9-12/7/l		
	HP.5	2.3			SC/VIII.B/9-12/2/a	SS/IA/9-12/7/m		
	HP.6	2.5			SC/VIII.B/9-12/2/b	SS/IA/9-12/8/c		
	HP.7	2.6			SC/VIII.B/9-12/2/c	SS/IA/9-12/8/j		
	MA.3	2.7				SS/IA/9-12/8/k		
	SC.8	3.1				SS/IA/9-12/8/l		
	SS.4	3.2				SS/IA/9-12/8/m		
	SS.6	3.3				SS/II.B/9-12/1/*		
	SS.7	3.4				SS/II.B/9-12/2/*		
		3.6				SS/II.B/9-12/3/*		
		4.1				SS/II.B/9-12/4/*		
		4.2				SS/II.B/9-12/5/*		
		4.3				SS/II.B/9-12/6/*		
		4.4				SS/II.B/9-12/7/*		
		4.5				SS/II.C/9-12/2/*		
		4.6				SS/II.C/9-12/3/*		
		4.7				SS/III.A/9-12/2/*		
		4.8				SS/III.A/9-12/4/*		
						SS/III.D/9-12/99/*		
						SS/III.E/9-12/2/*		
						SS/III.E/9-12/4/*		
						SS/III.E/9-12/5/*		
						SS/IV.B/9-12/4/a		
						SS/IV.B/9-12/4/b		
						SS/IV.B/9-12/4/c		
						SS/IV.B/9-12/4/d		
						SS/IV.B/9-12/4/e		

Family/Individual Health

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS / IV.B / 9-12 / 4 / f		
						SS / IV.B / 9-12 / 4 / g		
						SS / IV.D / 9-12 / 2 / *		
						SS / IV.D / 9-12 / 3 / *		
A 2	CA 1	1.1		CA / L. / 9-12 / 1 / *		SS / IV.A / 9-12 / 5 / a		
	CA 3	1.2		CA / L. / 9-12 / 2 / *		SS / IV.A / 9-12 / 5 / b		
	CA 6	1.3		CA / III. / 9-12 / 1 / *		SS / IV.A / 9-12 / 5 / c		
	BO 8	1.5				SS / IV.A / 9-12 / 5 / d		
	BO 9	1.8				SS / IV.A / 9-12 / 5 / e		
		1.10				SS / IV.A / 9-12 / 5 / f		
		2.1				SS / IV.A / 9-12 / 5 / g		
		2.2				SS / IV.A / 9-12 / 5 / h		
		2.3				SS / IV.A / 9-12 / 5 / i		
		2.6				SS / IV.B / 9-12 / 2 / a		
		2.7				SS / IV.B / 9-12 / 2 / b		
		3.1				SS / IV.B / 9-12 / 2 / c		
		3.2				SS / IV.B / 9-12 / 2 / d		
		3.3				SS / IV.B / 9-12 / 2 / e		
		3.4				SS / IV.B / 9-12 / 2 / f		
		3.6				SS / IV.B / 9-12 / 2 / g		
		3.7				SS / IV.B / 9-12 / 2 / h		
		3.8				SS / IV.B / 9-12 / 2 / i		
		4.1				SS / IV.B / 9-12 / 2 / n		
		4.3				SS / IV.B / 9-12 / 2 / o		
		4.4						
		4.5						
		4.6						
		4.8						
B 1	HP 2	1.2					HP / V.A / 9-12 / 5 / a	
							HP / V.A / 9-12 / 5 / b	
							HP / V.A / 9-12 / 5 / c	
							HP / V.A / 9-12 / 5 / d	
B 2	CA 1	1.2					HP / I.A / 9-12 / 1 / a	
	HP 2	1.8					HP / I.A / 9-12 / 2 / a	
	HP 4						HP / I.A / 9-12 / 3 / a	

Family/Individual Health

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP 5						HP/I.A/9-12/4/a	
B.3	HP.2	1.1					HP/I.A/9-12/2/a	
	HP.3	1.2					HP/II.B/9-12/1/a	
	HP.5	1.5					HP/II.B/9-12/2/a	
	MA.3	1.6					HP/II.B/9-12/3/a	
		1.8					HP/II.B/9-12/4/a	
		2.3					HP/II.B/9-12/7/a	
							HP/II.D/9-12/1/a	
							HP/II.D/9-12/1/b	
							HP/III.C/9-12/2/a	
							HP/III.C/9-12/4/a	
							HP/III.C/9-12/5/a	
B.4	CA.3	1.1					HP/II.A/9-12/1/a	FA/I.D/9-12/3/a
	HP.2	1.2					HP/II.B/9-12/5/a	FA/I.D/9-12/4/a
	HP.3	1.8					HP/V.A/9-12/1/a	
	HP.5	3.4						
		4.5						
		4.7						
B.5	FA.5	1.2	MA/I../9-12/1/*	CA/I../9-12/2/*	SC/VI.A/9-12/2/a	SS/I.A/9-12/6/j	HP/III.D/9-12/1/a	
	HP.5	1.3		CA/I../9-12/3/*	SC/VIII.A/9-12/3/a	SS/I.A/9-12/6/k	HP/III.D/9-12/1/b	
	HP.6	1.8			SC/VIII.A/9-12/3/b	SS/I.C/9-12/5/a	HP/III.D/9-12/2/a	
	SS.6	2.3			SC/VIII.B/9-12/2/a	SS/I.C/9-12/5/b	HP/III.D/9-12/2/b	
		2.4			SC/VIII.B/9-12/2/b	SS/I.C/9-12/5/c		
		4.3			SC/VIII.B/9-12/2/c	SS/I.C/9-12/5/d		
						SS/I.C/9-12/5/e		
						SS/I.C/9-12/5/f		
						SS/I.C/9-12/5/g		
						SS/I.C/9-12/5/h		
						SS/I.C/9-12/5/i		
						SS/I.C/9-12/5/j		
						SS/I.C/9-12/6/*		
						SS/I.C/9-12/7/*		
						SS/I.C/9-12/8/*		
						SS/I.D/9-12/1/*		
						SS/I.D/9-12/2/*		

Family/Individual Health

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/I.D/9-12/3/* SS/I.D/9-12/4/* SS/I.D/9-12/6/* SS/I.D/9-12/7/* SS/II.A/9-12/2/* SS/II.A/9-12/3/* SS/II.A/9-12/4/*		
B.6	HP.7	1.2 1.8 3.2 3.3 3.6					HP/I.A/9-12/2/a HP/II.B/9-12/1/a HP/II.B/9-12/7/a HP/II.D/9-12/1/* HP/III.A/9-12/7/a HP/III.A/9-12/9/* HP/III.A/9-12/11/* HP/III.A/9-12/12/* HP/III.B/9-12/2/* HP/III.B/9-12/4/a HP/III.C/9-12/2/a	
C.1	HP.1	1.2 1.8			SC/VII.D/9-12/1/a SC/VII.D/9-12/2/a		HP/I.A/9-12/1/a HP/I.A/9-12/2/a HP/I.A/9-12/3/a HP/II.B/9-12/2/a HP/IV.B/9-12/2/* HP/IV.D/9-12/1/b	
C.2	SS.5	1.2 1.3 1.4 1.6				SS/I.E/9-12/7/*	HP/III.D/9-12/1/a HP/III.D/9-12/2/a	
C.3	HP.2 SS.6	1.2 1.3 1.8		CA/I../9-12/5/c		SS/I.E/9-12/4/*	HP/I.A/9-12/3/*	FA/I.B/9-12/1/a
C.4	CA.6 HP.6 SC.4	1.2 1.6 1.8			SC/II.A/9-12/1/a SC/II.A/9-12/2/a	SS/I.A/9-12/7/k SS/I.A/9-12/8/k	HP/I.A/9-12/4/a HP/I.A/9-12/4/b HP/III.D/9-12/1/a	

Family/Individual Health

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.8						HP / III.D / 9-12 / 1 / b HP / III.D / 9-12 / 2 / a HP / III.D / 9-12 / 2 / b	
D.1	HP.1	1.2 1.8					HP / II.A / 9-12 / 5 / a HP / II.A / 9-12 / 5 / b HP / II.A / 9-12 / 6 / a	
D.2	HP.3	1.2 1.4 1.6					HP / III.A / 9-12 / 11 / *	
D.3	HP.3	1.2 1.8 3.2 3.3					HP / III.A / 9-12 / 1 / * HP / III.A / 9-12 / 2 / * HP / III.A / 9-12 / 3 / *	
D.4		1.2 1.8 3.2 3.3 4.5 4.7		CA / I. / 9-12 / 2 / a CA / I. / 9-12 / 6 / a			HP / I.B / 9-12 / 3 / a HP / II.A / 9-12 / 6 / a	
E.1	HP.1	1.2 1.6 1.8					HP / I.B / 9-12 / 1 / a HP / I.B / 9-12 / 6 / a	
E.2	HP.5	1.6 1.8 1.10					HP / III.C / 9-12 / 1 / * HP / III.C / 9-12 / 2 / * HP / III.C / 9-12 / 3 / * HP / III.C / 9-12 / 4 / a HP / III.C / 9-12 / 5 / a	
E.3	HP.2	1.2 1.5 1.6 1.8				SS / I.B / 9-12 / 99 / *	HP / I.B / 9-12 / 1 / a HP / I.B / 9-12 / 2 / a HP / I.B / 9-12 / 3 / a	
E.4	HP.2 HP.5	1.2 1.5		CA / IV. / 9-12 / 3 / b			HP / I.B / 9-12 / 6 / a	

Family/Individual Health

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.6						
E.5	HP.2	1.2						
	HP.5	1.3						
		1.4						
F.1	HP.2	1.6					HP / ILB / 9-12 / 1 / a	
		1.8					HP / ILB / 9-12 / 2 / a	
							HP / ILB / 9-12 / 3 / a	
							HP / ILB / 9-12 / 5 / a	
F.2	HP.2	1.2					HP / ILB / 9-12 / 6 / a	
		1.6						
F.3	HP.2	1.2					HP / ILB / 9-12 / 8 / a	
		1.3						
		1.4						
		1.6						
G.1	HP.7	1.2					HP / IILB / 9-12 / 4 / a	
		1.8					HP / IILB / 9-12 / 5 / a	
G.2	HP.5	1.2					HP / IILB / 9-12 / 2 / a	
		1.6					HP / IILB / 9-12 / 2 / b	
		1.8						
		3.2						
		3.3						
		3.6						
		3.7						
		4.7						
G.3	HP.5	1.10				SS / LA / 9-12 / 2 / c	HP / LB / 9-12 / 1 / a	
		3.2				SS / LA / 9-12 / 7 / j	HP / LB / 9-12 / 2 / a	
		3.3				SS / LA / 9-12 / 8 / j	HP / LB / 9-12 / 3 / a	
		4.7					HP / LB / 9-12 / 6 / a	
G.4	CA.7	1.10		CA / L. / 9-12 / 5 / c		SS / LB / 9-12 / 2 / h	HP / LA / 9-12 / 98 / #	
		3.1				SS / LB / 9-12 / 2 / l		
		3.2				SS / LB / 9-12 / 3 / h		
		3.3				SS / LB / 9-12 / 3 / l		
		3.6				SS / LB / 9-12 / 4 / h		

Family/Individual Health

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.7				SS/I.B/9-12/4/1		
G.5	HP.5	4.10 3.2 3.3 3.6 4.7		CA/III./9-12/1/*				
H.1	HP.6	1.2 1.5 1.7		CA/I./9-12/3/d			HP/II.C/9-12/1/a HP/II.C/9-12/1/b HP/II.C/9-12/2/a HP/II.C/9-12/3/a	
H.2	HP.6 MA.1 MA.3	1.2 1.4 1.5 1.7 1.8 4.1	MA/I./9-12/1/a	CA/I./9-12/2/*	SC/IA/9-12/1/a		HP/III.A/9-12/8/a HP/III.A/9-12/9/a HP/III.C/9-12/2/a	
H.3	HP.6 SS.4	1.2					HP/IA/9-12/2/a HP/IA/9-12/3/a HP/IB/9-12/1/a HP/II.A/9-12/1/a HP/II.A/9-12/2/a HP/II.A/9-12/3/a HP/II.B/9-12/4/a HP/II.B/9-12/5/a HP/II.B/9-12/8/a HP/II.C/9-12/1/a HP/II.C/9-12/1/b HP/III.A/9-12/8/a	
H.4	HP.6	1.10					HP/IB/9-12/4/a HP/II.B/9-12/4/a HP/II.C/9-12/1/a HP/II.C/9-12/1/b HP/III.A/9-12/9/a HP/V.C/9-12/3/a	

Family/Individual Health

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
H.5	MA.1	1.2					HP / II.C / 9-12 / 1 / a	
	MA.3	1.5					HP / II.C / 9-12 / 1 / b	
		1.6						
		3.8						
I.1	CA.6	1.2				SS / I.A / 9-12 / 1 / a	HP / II.B / 9-12 / 8 / a	
	HP.6	1.4				SS / I.A / 9-12 / 1 / b	HP / II.C / 9-12 / 1 / a	
	SS.3	1.7				SS / I.A / 9-12 / 1 / c	HP / II.C / 9-12 / 1 / b	
		1.8				SS / I.A / 9-12 / 1 / d	HP / II.C / 9-12 / 2 / a	
		1.10				SS / I.A / 9-12 / 1 / e	HP / II.C / 9-12 / 3 / a	
		4.1				SS / I.A / 9-12 / 1 / g	HP / III.A / 9-12 / 9 / a	
		4.5				SS / I.A / 9-12 / 1 / h		
		4.6				SS / I.A / 9-12 / 1 / i		
I.2	HP.6	1.2			SC / I.A / 9-12 / 1 / a		HP / II.C / 9-12 / 1 / a	
	SC.8	1.3					HP / II.C / 9-12 / 1 / b	
		1.4						
		1.8						
I.3	SC.4	1.4			SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 3 / a	
	SC.8	1.10					HP / II.C / 9-12 / 1 / a	
	SS.2	2.7					HP / II.C / 9-12 / 1 / b	
J.1	CA.3	1.4		CA / I.. / 9-12 / 2 / a		SS / IV.B / 9-12 / 4 / e	HP / II.D / 9-12 / 2 / a	
	CA.5	1.5		CA / I.. / 9-12 / 2 / b		SS / IV.B / 9-12 / 4 / i		
	CA.6	1.7		CA / I.. / 9-12 / 2 / c				
	SS.6	4.8		CA / I.. / 9-12 / 2 / e				
J.2	CA.1	1.1		CA / I.. / 9-12 / 6 / a				
	SC.3	1.2		CA / I.. / 9-12 / 6 / c				
		1.3						
		1.4						
		1.10						
J.3	CA.1	1.1	MA / I.. / 9-12 / 2 / b	CA / IV.. / 9-12 / 3 / *				
	CA.4	1.2	MA / I.. / 9-12 / 2 / c					
	CA.5	1.8						
	HP.5	4.8						
	HP.6							
	MA.1							

Family/Individual Health

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
MA.3								
J.4	CA.6	2.2 2.6		CA/L./9-12/6/a CA/L./9-12/6/c				
J.5	CA.6 HP.6 SS.6	1.2 1.10 4.4				SS/LC/9-12/7/m	HP/V.B/9-12/1/*	
J.6		1.2 1.5 4.8		CA/L./9-12/1/d				

An asterisk (*) in the curriculum framework column(s) indicates all "to do" statements in that section are applicable.

Family Living and Parenthood

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	CA.1	1.1	MA/I.. /9-12/1/*	CA/I.. /9-12/2/a		SS/III.E/9-12/4/*	HP/II.A/9-12/1/a	FA/I.D/9-12/5/a
	CA.3	1.2	MA/II.. /9-12/4/*	CA/I.. /9-12/2/e		SS/IV.B/9-12/4/*	HP/II.A/9-12/2/a	FA/IV.A/9-12/6/a
	CA.4	1.4	MA/IV.. /9-12/1/*	CA/I.. /9-12/3/*			HP/II.A/9-12/4/*	FA/IV.B/9-12/3/a
	CA.5	1.5	MA/VII.. /9-12/3/*	CA/I.. /9-12/6/d			HP/II.A/9-12/5/a	FA/IV.B/9-12/3/b
	CA.6	1.7	MA/VII.. /9-12/4/*	CA/II.. /9-12/3/a			HP/II.A/9-12/5/b	
	HP.2	1.8		CA/II.. /9-12/4/a			HP/II.A/9-12/6/a	
	HP.5	1.9		CA/II.. /9-12/5/a			HP/II.A/9-12/7/a	
	HP.6	2.1		CA/II.. /9-12/5/b			HP/II.A/9-12/7/b	
	HP.7	2.2		CA/II.. /9-12/5/d			HP/II.A/9-12/8/a	
	MA.3	2.3		CA/II.. /9-12/5/e			HP/II.A/9-12/8/b	
	SC.8	2.5		CA/II.. /9-12/6/a			HP/II.B/9-12/2/a	
	SS.4	2.6		CA/III.. /9-12/1/a			HP/II.B/9-12/3/a	
	SS.6	2.7		CA/III.. /9-12/1/b			HP/II.B/9-12/5/a	
	SS.7	3.1		CA/III.. /9-12/1/c			HP/II.D/9-12/1/a	
		3.2		CA/III.. /9-12/1/g			HP/II.D/9-12/1/b	
		3.3		CA/III.. /9-12/1/j			HP/VA/9-12/5/a	
		3.4		CA/IV.. /9-12/1/a			HP/VA/9-12/5/c	
		3.8		CA/IV.. /9-12/1/b			HP/VA/9-12/5/d	
		4.1		CA/IV.. /9-12/1/c				
		4.2		CA/IV.. /9-12/1/d				
		4.3		CA/IV.. /9-12/1/g				
		4.5		CA/IV.. /9-12/1/h				
		4.6						
		4.7						
		4.8						
A.2	CA.1	1.1	MA/I.. /9-12/4/*	CA/I.. /9-12/2/a		SS/IV.A/9-12/8/*	HP/II.C/9-12/1/a	FA/I.D/9-12/5/a
	CA.3	1.2	MA/III.. /9-12/1/*	CA/I.. /9-12/2/c		SS/IV.B/9-12/1/*	HP/II.C/9-12/1/b	FA/III.C/9-12/2/a
	CA.6	1.3	MA/IV.. /9-12/1/*	CA/I.. /9-12/2/e		SS/IV.B/9-12/2/*	HP/IV.B/9-12/3/c	FA/III.C/9-12/3/a
	SC.8	1.5	MA/IV.. /9-12/3/*	CA/I.. /9-12/3/b		SS/IV.B/9-12/4/*	HP/V.B/9-12/2/a	FA/III.D/9-12/1/a
	SS.6	1.7	MA/V.. /9-12/4/*	CA/I.. /9-12/3/c			HP/V.B/9-12/2/b	FA/III.D/9-12/2/a
		1.8		CA/I.. /9-12/6/a				FA/III.D/9-12/2/b
		1.10		CA/II.. /9-12/3/a				FA/IV.A/9-12/4/a
		2.1		CA/II.. /9-12/4/a				FA/IV.A/9-12/6/a
		2.2		CA/II.. /9-12/4/b				FA/IV.B/9-12/3/a

Family Living and Parenthood

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.3		CA/II../9-12/4/i				FA/IV.B/9-12/3/b
		2.6		CA/II../9-12/4/h				FA/IV.D/9-12/1/a
		2.7		CA/II../9-12/5/*				FA/IV.D/9-12/1/d
		3.1		CA/II../9-12/6/*				FA/IV.D/9-12/1/e
		3.2		CA/III../9-12/1/*				FA/IV.D/9-12/1/g
		3.3		CA/III../9-12/4/a				
		3.4		CA/III../9-12/4/b				
		3.6		CA/III../9-12/4/c				
		3.7		CA/IV../9-12/1/*				
		3.8		CA/IV../9-12/3/a				
		4.1		CA/IV../9-12/3/b				
		4.3		CA/IV../9-12/3/c				
		4.4		CA/IV../9-12/3/d				
		4.5		CA/IV../9-12/3/e				
		4.6		CA/IV../9-12/3/f				
		4.8						
B.1		1.2	MA/IV../9-12/1/*			SS/II.B/9-12/1/*	HP/IA/9-12/1/*	FA/ID/9-12/5/a
		4.5				SS/II.B/9-12/2/*	HP/II.A/9-12/5/b	FA/IV.B/9-12/3/a
						SS/II.B/9-12/3/*	HP/II.A/9-12/6/a	FA/IV.B/9-12/3/b
						SS/II.B/9-12/4/*	HP/II.A/9-12/7/*	
						SS/II.B/9-12/5/*	HP/II.A/9-12/8/*	
						SS/II.B/9-12/6/*	HP/III.A/9-12/10/*	
						SS/II.C/9-12/7/*	HP/III.B/9-12/1/a	
						SS/II.D/9-12/2/*	HP/III.C/9-12/1/a	
						SS/II.E/9-12/3/*	HP/III.D/9-12/1/*	
						SS/II.E/9-12/4/*		
						SS/III.B/9-12/5/*		
						SS/III.D/9-12/2/*		
						SS/IV.A/9-12/3/*		
						SS/IV.A/9-12/7/*		
						SS/IV.A/9-12/8/*		
						SS/IV.B/9-12/1/*		
						SS/IV.D/9-12/2/*		
						SS/IV.E/9-12/2/*		
B.2	SC.3	1.2	MA/X../9-12/4/*			SS/II.B/9-12/2/*	HP/IA/9-12/3/*	

Family Living and Parenthood

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.9				SS/II.B/9-12/3/1 [*] SS/II.C/9-12/7/1 [*] SS/II.D/9-12/2/1 [*] SS/II.E/9-12/3/1 [*] SS/II.E/9-12/4/1 [*] SS/III.C/9-12/4/1 [*]	HP/I.B/9-12/1/a HP/I.B/9-12/6/1 [*] HP/II.A/9-12/6/1 [*] HP/II.A/9-12/7/1 [*] HP/V.A/9-12/5/1 [*] HP/V.B/9-12/2/b	
B.3	SS.6	1.2 1.3 1.6		CA/IV../9-12/3/b CA/IV../9-12/3/e CA/IV../9-12/3/i	SC/II.A/9-12/1/a SC/II.A/9-12/2/a SC/VI.A/9-12/2/a SC/VIII.A/9-12/2/a SC/VIII.A/9-12/2/b	SS/II.A/9-12/7/1 [*] SS/II.B/9-12/2/1 [*] SS/II.B/9-12/3/1 [*] SS/II.B/9-12/4/1 [*] SS/II.B/9-12/6/1 [*] SS/II.C/9-12/2/1 [*] SS/II.D/9-12/2/1 [*] SS/II.D/9-12/7/1 [*] SS/II.E/9-12/3/1 [*] SS/II.E/9-12/4/1 [*] SS/IV.A/9-12/8/1 [*] SS/IV.B/9-12/4/1 [*] SS/IV.C/9-12/1/1 [*] SS/IV.E/9-12/2/1 [*]	HP/II.A/9-12/6/1 [*] HP/II.A/9-12/8/1 [*] HP/II.C/9-12/1/1 [*] HP/III.A/9-12/10/1 [*] HP/IV.B/9-12/3/1 [*]	
B.4	CA.6	1.1 1.2 1.5 1.8 2.3 2.6 2.7 3.1 4.4 4.5	MA/I../9-12/4/1 [*] MA/II../9-12/4/1 [*] MA/III../9-12/1/1 [*] MA/IV../9-12/1/1 [*] MA/VII../9-12/3/1 [*]	CA/I../9-12/2/1 [*] CA/I../9-12/3/1 [*] CA/I../9-12/6/a CA/I../9-12/6/c CA/I../9-12/6/d CA/II../9-12/5/1 [*] CA/III../9-12/1/1 [*] CA/IV../9-12/1/1 [*]	SC/I.B/9-12/1/a SC/VII.A/9-12/2/a	SS/II.C/9-12/7/1 [*] SS/IV.A/9-12/3/1 [*]	HP/II.A/9-12/8/a HP/II.A/9-12/8/b HP/II.B/9-12/7/1 [*] HP/II.D/9-12/1/a HP/II.D/9-12/1/b HP/III.A/9-12/2/1 [*] HP/IV.B/9-12/3/1 [*] HP/V.B/9-12/2/1 [*]	FA/ID/9-12/5/a
B.5	HP.2	1.7 4.2 4.3 4.4 4.7	MA/VII../9-12/2/1 [*] MA/X../9-12/4/1 [*]	CA/I../9-12/1/d CA/I../9-12/2/1 [*] CA/I../9-12/3/a CA/I../9-12/3/b CA/I../9-12/3/c	SC/I.B/9-12/1/a SC/I.B/9-12/3/a SC/VIII.A/9-12/2/a SC/VIII.A/9-12/3/a	SS/I.B/9-12/5/1 [*] SS/II.B/9-12/1/1 [*] SS/II.B/9-12/3/1 [*] SS/II.B/9-12/4/1 [*] SS/II.D/9-12/1/1 [*]	HP/II.A/9-12/1/1 [*] HP/II.A/9-12/4/1 [*] HP/II.A/9-12/5/1 [*] HP/II.A/9-12/6/1 [*] HP/II.A/9-12/7/1 [*]	FA/ID/9-12/5/a FA/IV.A/9-12/6/a

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA/L/9-12/3/d		SS/IV.A/9-12/2/*	HP/II.A/9-12/8/*	
				CA/L/9-12/3/e		SS/IV.A/9-12/3/*	HP/II.B/9-12/4/*	
				CA/III./9-12/1/*		SS/IV.C/9-12/2/*	HP/II.B/9-12/5/*	
				CA/III./9-12/4/b		SS/IV.C/9-12/5/*	HP/II.B/9-12/6/*	
				CA/III./9-12/4/c			HP/II.B/9-12/7/*	
							HP/II.B/9-12/8/*	
							HP/II.C/9-12/2/*	
							HP/II.C/9-12/3/*	
							HP/II.D/9-12/1/a	
							HP/II.D/9-12/1/b	
							HP/III.A/9-12/5/*	
							HP/III.B/9-12/1/*	
							HP/III.B/9-12/2/*	
							HP/III.C/9-12/1/*	
							HP/III.C/9-12/2/*	
							HP/III.D/9-12/1/*	
B.6		1.2	MA/L/9-12/1/*	CA/L/9-12/3/d	SC/IA/9-12/1/a	SS/IV.B/9-12/1/*	HP/V.B/9-12/2/*	
		3.1	MA/L/9-12/4/*	CA/L/9-12/3/e	SC/VIII.A/9-12/2/a	SS/IV.E/9-12/2/*		
		3.3	MA/III./9-12/1/*	CA/L/9-12/3/f				
		3.4		CA/L/9-12/6/a				
		3.6		CA/L/9-12/6/c				
		4.1		CA/L/9-12/6/d				
		4.5		CA/III./9-12/2/c				
				CA/III./9-12/4/a				
				CA/III./9-12/4/b				
				CA/III./9-12/4/c				
				CA/III./9-12/4/d				
				CA/IV./9-12/1/*				
				CA/IV./9-12/2/a				
				CA/IV./9-12/2/b				
				CA/IV./9-12/2/c				
C.1	CA.1	2.1	MA/L/9-12/1/*	CA/L/9-12/1/*	SC/IA/9-12/4/a			FA/III.C/9-12/2/a
	CA.4	2.2	MA/L/9-12/3/*	CA/L/9-12/3/*				FA/III.D/9-12/1/a
	CA.6	2.7	MA/II./9-12/1/*	CA/L/9-12/6/*				FA/III.D/9-12/2/a
	FA.1	3.3	MA/V./9-12/4/*	CA/II./9-12/4/*				FA/III.D/9-12/2/b

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.6	MA / VII.. / 9-12 / 3 / *	CA / II.. / 9-12 / 6 / *				FA / IV.A / 9-12 / 4 / a
		4.5						FA / IV.B / 9-12 / 3 / a
								FA / IV.B / 9-12 / 3 / b
								FA / IV.D / 9-12 / 1 / a
								FA / IV.D / 9-12 / 1 / b
								FA / IV.D / 9-12 / 1 / c
								FA / IV.D / 9-12 / 1 / d
								FA / IV.D / 9-12 / 1 / e
								FA / IV.D / 9-12 / 1 / f
								FA / IV.D / 9-12 / 1 / g
C.2	CA.5	1.5		CA / II.. / 9-12 / 3 / b		SS / II.B / 9-12 / 4 / *	HP / II.D / 9-12 / 1 / b	FA / IV.B / 9-12 / 3 / a
		2.3		CA / II.. / 9-12 / 3 / c		SS / II.B / 9-12 / 5 / *	HP / III.B / 9-12 / 1 / *	FA / IV.B / 9-12 / 3 / b
				CA / II.. / 9-12 / 5 / b		SS / II.B / 9-12 / 6 / *	HP / III.B / 9-12 / 2 / *	
				CA / II.. / 9-12 / 5 / c			HP / IV.B / 9-12 / 3 / a	
				CA / II.. / 9-12 / 5 / d			HP / V.B / 9-12 / 2 / a	
				CA / II.. / 9-12 / 6 / a			HP / V.B / 9-12 / 2 / b	
				CA / III.. / 9-12 / 4 / a				
				CA / III.. / 9-12 / 4 / b				
				CA / III.. / 9-12 / 4 / c				
				CA / III.. / 9-12 / 4 / e				
C.3	CA.7	1.2		CA / I.. / 9-12 / 5 / c		SS / I.B / 9-12 / 6 / *	HP / IV.C / 9-12 / 1 / *	FA / IV.A / 9-12 / 6 / a
		1.3		CA / II.. / 9-12 / 3 / b		SS / II.A / 9-12 / 5 / *		FA / IV.B / 9-12 / 3 / a
		1.4				SS / II.B / 9-12 / 2 / *		
		1.6				SS / II.C / 9-12 / 7 / *		
		1.9				SS / II.E / 9-12 / 1 / *		
		2.3				SS / III.B / 9-12 / 4 / *		
						SS / III.B / 9-12 / 5 / *		
D.1	SS.6	1.2	MA / I.. / 9-12 / 4 / *	CA / III.. / 9-12 / 1 / *	SC / VIII.A / 9-12 / 2 / a	SS / II.A / 9-12 / 4 / *	HP / I.A / 9-12 / 1 / *	
		1.6	MA / III.. / 9-12 / 1 / *	CA / IV.. / 9-12 / 1 / *		SS / II.B / 9-12 / 1 / *	HP / I.A / 9-12 / 4 / *	
		4.1	MA / X.. / 9-12 / 4 / *	CA / IV.. / 9-12 / 3 / *		SS / II.B / 9-12 / 6 / *	HP / I.B / 9-12 / 3 / *	
						SS / II.C / 9-12 / 2 / *	HP / I.B / 9-12 / 6 / *	
						SS / II.C / 9-12 / 5 / *	HP / II.A / 9-12 / 5 / *	
						SS / II.E / 9-12 / 4 / *	HP / II.C / 9-12 / 1 / *	
						SS / III.B / 9-12 / 4 / *	HP / II.C / 9-12 / 2 / *	
						SS / III.E / 9-12 / 2 / *	HP / II.C / 9-12 / 3 / *	

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/IV.A/9-12/7/*	HP/II.D/9-12/1/*	
						SS/IV.A/9-12/8/*	HP/III.A/9-12/2/*	
						SS/IV.B/9-12/1/*	HP/III.A/9-12/4/*	
						SS/IV.C/9-12/5/*	HP/III.A/9-12/5/*	
						SS/IV.E/9-12/2/*	HP/III.B/9-12/1/*	
						SS/IV.E/9-12/5/*	HP/III.B/9-12/2/*	
							HP/III.C/9-12/1/*	
							HP/III.C/9-12/5/*	
D.2	HP.2	1.1	MA/X../9-12/4/*	CA/III../9-12/1/*		SS/II.B/9-12/4/*	HP/I.A/9-12/1/*	
	HP.3	1.2		CA/IV../9-12/1/*			HP/II.A/9-12/7/*	
	HP.5	1.6		CA/IV../9-12/3/*			HP/II.A/9-12/8/*	
	HP.6	1.7					HP/II.C/9-12/2/*	
		1.9					HP/II.C/9-12/3/*	
		4.3					HP/II.D/9-12/1/*	
		4.7					HP/III.A/9-12/2/*	
							HP/III.A/9-12/3/*	
							HP/III.A/9-12/4/*	
							HP/III.A/9-12/5/*	
							HP/III.A/9-12/6/*	
							HP/III.A/9-12/7/*	
							HP/III.A/9-12/10/*	
							HP/III.B/9-12/1/*	
							HP/III.B/9-12/2/*	
D.3	SS.6	1.1	MA/III../9-12/1/*			SS/I.B/9-12/5/*	HP/I.A/9-12/3/*	
		1.2				SS/II.A/9-12/3/*	HP/I.B/9-12/1/*	
		1.6				SS/II.B/9-12/4/*	HP/II.A/9-12/6/*	
		1.8				SS/II.B/9-12/7/*	HP/III.C/9-12/1/*	
						SS/II.C/9-12/1/*	HP/III.C/9-12/4/*	
						SS/II.C/9-12/7/*		
						SS/II.D/9-12/1/*		
						SS/III.B/9-12/4/*		
						SS/III.E/9-12/4/*		
						SS/IV.A/9-12/7/*		
						SS/IV.B/9-12/3/*		
						SS/IV.D/9-12/3/*		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/IV.E/9-12/3/*		
						SS/IV.E/9-12/5/*		
E.1	SS.6	1.2	MA/III../9-12/1/*			SS/II.A/9-12/6/*	HP/IB/9-12/1/*	
		1.6				SS/II.B/9-12/4/*	HP/II.D/9-12/1/*	
		1.8				SS/II.B/9-12/7/*	HP/III.D/9-12/1/*	
						SS/II.C/9-12/3/*		
						SS/II.C/9-12/5/*		
						SS/II.D/9-12/1/*		
						SS/II.D/9-12/7/*		
						SS/III.A/9-12/2/*		
						SS/III.B/9-12/2/*		
						SS/III.D/9-12/5/*		
						SS/III.E/9-12/6/*		
						SS/IV.C/9-12/1/*		
						SS/IV.C/9-12/2/*		
E.2	SS.2	1.2		CA/I../9-12/3/*	SC/IA/9-12/4/a	SS/II.C/9-12/2/*	HP/III.D/9-12/1/*	
		1.6			SC/II.A/9-12/1/a	SS/II.C/9-12/3/*		
		1.8			SC/VIII.A/9-12/2/a	SS/II.C/9-12/4/*		
						SS/II.C/9-12/5/*		
						SS/II.D/9-12/2/*		
						SS/II.D/9-12/7/*		
						SS/III.A/9-12/2/*		
						SS/III.B/9-12/1/*		
						SS/III.D/9-12/5/*		
						SS/IV.D/9-12/3/*		
E.3	SS.6	1.2	MA/I../9-12/1/*	CA/I../9-12/2/*		SS/IB/9-12/5/*	HP/IB/9-12/1/*	FA/IV.B/9-12/4/a
		1.8	MA/III../9-12/1/*	CA/I../9-12/3/*		SS/II.C/9-12/2/*	HP/IB/9-12/2/*	
		1.10	MA/VII../9-12/2/*	CA/I../9-12/6/*		SS/II.C/9-12/3/*	HP/II.D/9-12/1/*	
		3.2		CA/II../9-12/3/*		SS/II.C/9-12/4/*	HP/III.D/9-12/1/*	
		3.3		CA/II../9-12/6/*		SS/II.C/9-12/5/*		
		4.6		CA/III../9-12/1/*		SS/II.D/9-12/1/*		
				CA/IV../9-12/1/*		SS/II.D/9-12/3/*		
				CA/IV../9-12/2/*		SS/II.D/9-12/4/*		
				CA/IV../9-12/3/*		SS/II.D/9-12/5/*		
						SS/III.A/9-12/2/*		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/III.D/9-12/1/* SS/III.D/9-12/2/* SS/IV.B/9-12/1/* SS/IV.D/9-12/3/*		
E 4	HP 2	1.2 1.8 1.10 3.2 3.3	MA/I.. /9-12/1/* MA/I.. /9-12/4/* MA/IV.. /9-12/1/* MA/VII.. /9-12/2/* MA/VII.. /9-12/3/*	CA/I.. /9-12/1/* CA/I.. /9-12/3/* CA/I.. /9-12/6/* CA/II.. /9-12/5/* CA/II.. /9-12/6/* CA/III.. /9-12/1/* CA/III.. /9-12/4/* CA/IV.. /9-12/1/* CA/IV.. /9-12/2/* CA/IV.. /9-12/3/*	SC/VIII.A/9-12/2/a	SS/IB/9-12/5/* SS/IB/9-12/3/* SS/II.C/9-12/6/* SS/II.D/9-12/2/* SS/II.E/9-12/3/* SS/II.E/9-12/5/* SS/III.C/9-12/8/* SS/IV.E/9-12/4/*	HP/IB/9-12/2/* HP/IB/9-12/6/* HP/II.A/9-12/5/* HP/II.A/9-12/6/* HP/II.A/9-12/7/* HP/II.A/9-12/8/* HP/II.C/9-12/3/* HP/II.D/9-12/1/* HP/III.A/9-12/2/* HP/III.A/9-12/7/* HP/III.A/9-12/10/* HP/III.C/9-12/1/* HP/III.D/9-12/1/* HP/VA/9-12/5/* HP/VB/9-12/2/*	FA/IV.B/9-12/3/a FA/IV.B/9-12/3/b
E 5		4.3 4.7	MA/I.. /9-12/1/*	CA/I.. /9-12/1/* CA/I.. /9-12/2/* CA/I.. /9-12/3/* CA/I.. /9-12/6/* CA/II.. /9-12/3/* CA/II.. /9-12/6/* CA/III.. /9-12/1/* CA/IV.. /9-12/1/* CA/IV.. /9-12/2/* CA/IV.. /9-12/3/*	SC/VIII.A/9-12/2/a	SS/II.A/9-12/4/* SS/II.C/9-12/2/* SS/II.C/9-12/3/* SS/III.D/9-12/2/* SS/IV.A/9-12/2/* SS/IV.A/9-12/8/* SS/IV.B/9-12/1/* SS/IV.D/9-12/1/* SS/IV.E/9-12/2/* SS/IV.E/9-12/4/*	HP/IA/9-12/2/* HP/IB/9-12/1/* HP/IB/9-12/2/* HP/IB/9-12/6/* HP/II.A/9-12/6/* HP/II.A/9-12/8/* HP/II.C/9-12/1/* HP/II.C/9-12/2/* HP/II.C/9-12/3/* HP/II.D/9-12/1/*	FA/ID/9-12/5/a
E 6	SS 6	1.6 1.8 1.9		CA/I.. /9-12/2/* CA/I.. /9-12/3/* CA/I.. /9-12/6/* CA/II.. /9-12/4/* CA/II.. /9-12/6/* CA/III.. /9-12/4/*		SS/IB/9-12/1/* SS/II.A/9-12/5/* SS/II.B/9-12/2/* SS/II.B/9-12/3/* SS/II.B/9-12/4/* SS/II.B/9-12/6/*	HP/IA/9-12/3/* HP/II.B/9-12/7/*	FA/IVA/9-12/8/a FA/IV.B/9-12/3/a

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA / IV.. / 9-12 / 1 / *		SS / II.C / 9-12 / 5 / * SS / II.E / 9-12 / 3 / * SS / II.E / 9-12 / 4 / * SS / III.B / 9-12 / 1 / * SS / III.B / 9-12 / 3 / * SS / III.B / 9-12 / 4 / * SS / III.B / 9-12 / 5 / * SS / III.C / 9-12 / 4 / *		
E.7	HP.2	1.2	MA / III.. / 9-12 / 1 / *	CA / I.. / 9-12 / 1 / *		SS / II.B / 9-12 / 1 / *	HP / I.A / 9-12 / 1 / *	
	HP.3	1.6		CA / I.. / 9-12 / 2 / *		SS / II.B / 9-12 / 3 / *	HP / I.A / 9-12 / 3 / *	
	SC.3	3.1		CA / I.. / 9-12 / 3 / *		SS / II.B / 9-12 / 6 / *	HP / I.B / 9-12 / 1 / *	
	SS.6	3.8		CA / I.. / 9-12 / 5 / *		SS / II.B / 9-12 / 7 / *	HP / II.A / 9-12 / 7 / *	
				CA / I.. / 9-12 / 6 / *		SS / II.C / 9-12 / 2 / *	HP / II.A / 9-12 / 8 / *	
				CA / II.. / 9-12 / 5 / c		SS / II.C / 9-12 / 3 / *	HP / II.C / 9-12 / 3 / *	
				CA / II.. / 9-12 / 6 / *		SS / II.D / 9-12 / 1 / *	HP / III.A / 9-12 / 2 / *	
						SS / II.D / 9-12 / 2 / *	HP / III.A / 9-12 / 3 / *	
						SS / II.D / 9-12 / 3 / *	HP / III.A / 9-12 / 4 / *	
						SS / II.E / 9-12 / 3 / *	HP / III.A / 9-12 / 5 / *	
						SS / III.B / 9-12 / 4 / *	HP / III.A / 9-12 / 10 / *	
						SS / III.B / 9-12 / 5 / *	HP / III.B / 9-12 / 1 / *	
						SS / III.C / 9-12 / 4 / *	HP / III.B / 9-12 / 2 / *	
						SS / III.D / 9-12 / 3 / *	HP / III.C / 9-12 / 1 / *	
						SS / IV.D / 9-12 / 3 / *	HP / III.C / 9-12 / 2 / *	
							HP / III.C / 9-12 / 3 / *	
							HP / III.C / 9-12 / 4 / *	
							HP / III.C / 9-12 / 5 / *	
E.8	HP.2	1.2	MA / IV.. / 9-12 / 1 / *	CA / I.. / 9-12 / 2 / a		SS / II.B / 9-12 / 2 / *	HP / I.A / 9-12 / 2 / *	FA / I.D / 9-12 / 5 / a
		1.8		CA / I.. / 9-12 / 2 / c		SS / II.C / 9-12 / 6 / *	HP / I.B / 9-12 / 2 / *	FA / IV.A / 9-12 / 6 / a
		1.10		CA / I.. / 9-12 / 2 / e		SS / II.C / 9-12 / 7 / *	HP / I.B / 9-12 / 6 / *	FA / IV.B / 9-12 / 3 / a
		3.2		CA / I.. / 9-12 / 3 / c		SS / III.B / 9-12 / 2 / *	HP / II.A / 9-12 / 5 / *	
		3.3		CA / I.. / 9-12 / 3 / d		SS / III.C / 9-12 / 8 / *	HP / II.A / 9-12 / 6 / *	
				CA / I.. / 9-12 / 3 / f		SS / IV.A / 9-12 / 7 / *	HP / II.B / 9-12 / 6 / *	
				CA / I.. / 9-12 / 6 / a		SS / IV.B / 9-12 / 2 / *	HP / II.B / 9-12 / 7 / *	
				CA / II.. / 9-12 / 3 / a		SS / IV.B / 9-12 / 4 / *	HP / II.B / 9-12 / 8 / *	
				CA / II.. / 9-12 / 4 / a			HP / II.C / 9-12 / 1 / *	

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA/IL/9-12/4/b CA/IL/9-12/6/* CA/III/9-12/1/* CA/IV/9-12/1/* CA/IV/9-12/2/a CA/IV/9-12/3/a CA/IV/9-12/3/b CA/IV/9-12/3/c CA/IV/9-12/3/d CA/IV/9-12/3/e CA/IV/9-12/3/f			HP/II/C/9-12/2/* HP/II/D/9-12/1/* HP/III/A/9-12/6/* HP/III/A/9-12/7/* HP/III/A/9-12/12/* HP/III/B/9-12/3/* HP/III/B/9-12/4/* HP/III/D/9-12/1/* HP/IV/B/9-12/3/c	
E 9		12		CA/L/9-12/1/* CA/L/9-12/2/* CA/L/9-12/3/* CA/IL/9-12/3/* CA/IL/9-12/5/*		SS/IB/9-12/6/* SS/IB/9-12/7/* SS/IIA/9-12/1/* SS/IIA/9-12/2/* SS/IIA/9-12/4/* SS/III/D/9-12/1/* SS/IVA/9-12/6/* SS/IVB/9-12/2/* SS/IVB/9-12/4/*	HP/IA/9-12/3/* HP/IB/9-12/1/* HP/IIA/9-12/1/* HP/IIA/9-12/8/* HP/IIA/9-12/9/* HP/II/C/9-12/2/* HP/III/D/9-12/1/*	FA/IB/9-12/3/a FA/IVA/9-12/4/a
E 10		12 16 32 34 37 41		CA/L/9-12/1/* CA/L/9-12/3/* CA/IL/9-12/5/* CA/IV/9-12/1/* CA/IV/9-12/2/* CA/IV/9-12/3/*		SS/II/D/9-12/1/* SS/II/D/9-12/2/* SS/II/D/9-12/3/* SS/III/C/9-12/1/* SS/III/D/9-12/2/* SS/IVB/9-12/1/* SS/IV/D/9-12/2/*	HP/IB/9-12/2/* HP/IIA/9-12/8/*	
F 1		12 13 14 16		CA/L/9-12/2/a CA/L/9-12/2/c CA/L/9-12/2/e CA/L/9-12/3/b CA/L/9-12/3/c CA/IL/9-12/6/* CA/III/9-12/1/*		SS/IVA/9-12/6/* SS/IVA/9-12/8/* SS/IVB/9-12/1/* SS/IVB/9-12/4/* SS/IVC/9-12/1/*	HP/IA/9-12/1/* HP/IA/9-12/3/* HP/IB/9-12/3/* HP/IB/9-12/6/* HP/IIA/9-12/4/* HP/IIA/9-12/5/* HP/IIA/9-12/6/* HP/IIA/9-12/7/*	FA/ID/9-12/5/a FA/IVB/9-12/3/a FA/IVB/9-12/3/b

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
							HP/IIA/9-12/8/*	
							HP/IIID/9-12/1/*	
							HP/VA/9-12/5/*	
							HP/VB/9-12/1/*	
							HP/VB/9-12/2/*	
F.2		1.2		CA/L./9-12/2/a		SS/LB/9-12/3/*		
		1.3		CA/L./9-12/2/c		SS/IIA/9-12/4/*		
		1.4		CA/L./9-12/2/e		SS/IIID/9-12/3/*		
		4.3		CA/L./9-12/3/b		SS/IIID/9-12/4/*		
		4.7		CA/L./9-12/3/c		SS/IIIA/9-12/1/*		
				CA/II./9-12/6/*		SS/IIIA/9-12/2/*		
						SS/IVA/9-12/2/*		
						SS/IVA/9-12/3/*		
F.3		1.2	MA/III./9-12/2/*	CA/L./9-12/3/*	SC/LB/9-12/3/a	SS/IIID/9-12/3/*	HP/LB/9-12/1/*	
		1.5	MA/VII./9-12/3/*	CA/III./9-12/1/*		SS/IIID/9-12/4/*	HP/LB/9-12/2/*	
		4.3	MA/VII./9-12/4/*			SS/IIID/9-12/1/*	HP/IIA/9-12/5/*	
			MA/X./9-12/4/*			SS/IIID/9-12/5/*	HP/IIA/9-12/7/*	
			MA/X./9-12/5/*			SS/IIIE/9-12/4/*	HP/IIID/9-12/1/*	
						SS/IVA/9-12/6/*	HP/IIIA/9-12/2/*	
						SS/IVD/9-12/1/*	HP/IIIA/9-12/3/*	
							HP/IIIA/9-12/4/*	
							HP/IIIA/9-12/5/*	
							HP/IIIA/9-12/7/*	
							HP/IIID/9-12/1/*	
F.4	SS.6	1.1	MA/L./9-12/3/*	CA/L./9-12/1/d		SS/LB/9-12/5/*	HP/LB/9-12/1/*	
		1.2	MA/L./9-12/4/*	CA/L./9-12/2/a		SS/LB/9-12/6/*	HP/LB/9-12/3/*	
		1.6	MA/III./9-12/1/*	CA/L./9-12/2/e		SS/IIID/9-12/3/*	HP/IIA/9-12/5/*	
			MA/III./9-12/2/*	CA/L./9-12/3/*		SS/IIID/9-12/4/*	HP/IIA/9-12/8/*	
			MA/VII./9-12/3/*	CA/II./9-12/3/*		SS/IIIC/9-12/1/*	HP/IIID/9-12/1/*	
			MA/VII./9-12/4/*	CA/II./9-12/6/*		SS/IIIC/9-12/2/*		
			MA/X./9-12/4/*	CA/III./9-12/1/*		SS/IIIA/9-12/2/*		
			MA/X./9-12/5/*	CA/IV./9-12/1/*		SS/IIIB/9-12/2/*		
						SS/IVA/9-12/6/*		
						SS/IVB/9-12/3/*		
						SS/IVD/9-12/3/*		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
G.1	CA.6	1.2				SS/IA/9-12/1/a	HP/IB/9-12/8/a	
	SS.3	1.4				SS/IA/9-12/1/b	HP/IC/9-12/1/a	
		1.7				SS/IA/9-12/1/c	HP/IC/9-12/1/b	
		1.8				SS/IA/9-12/1/d	HP/IC/9-12/2/a	
		1.10				SS/IA/9-12/1/e	HP/IC/9-12/3/a	
		4.1				SS/IA/9-12/1/g	HP/IIA/9-12/9/a	
		4.5				SS/IA/9-12/1/h		
		4.6				SS/IA/9-12/1/i		
G.2	HP.6	1.2	MA/VII./9-12/4/a	CA/III./9-12/1/j		SS/IC/9-12/3/*	HP/IC/9-12/1/a	
	SC.8	1.3	MA/VII./9-12/5/a			SS/III.C/9-12/4/*	HP/IC/9-12/1/b	
		1.4						
		1.9						
G.3	SC.4	1.4	MA/VII./9-12/4/a	CA/III./9-12/1/j	SC/IIA/9-12/1/a		HP/IA/9-12/3/a	
	SC.8	1.10	MA/VII./9-12/5/a		SC/IIA/9-12/2/a		HP/IC/9-12/1/e	
	SS.2	2.7					HP/IC/9-12/1/b	
H.1		1.4		CA/L./9-12/2/a		SS/IVB/9-12/4/e	HP/ID/9-12/2/a	
		1.5		CA/L./9-12/2/b		SS/IVB/9-12/4/i		
		1.7		CA/L./9-12/2/c				
		4.8		CA/L./9-12/2/e				
H.2	CA.1	1.1		CA/L./9-12/6/a				
	SC.3	1.2		CA/L./9-12/6/c				
		1.4		CA/IV./9-12/3/*				
		1.10						
H.3	CA.1	1.1	MA/L./9-12/2/b	CA/IV./9-12/3/*				
	CA.4	1.2	MA/L./9-12/2/c					
	CA.5	1.8						
	HP.5	4.8						
	HP.6							
	MA.1							
	MA.3							
H.4	CA.6	2.2		CA/II./9-12/4/a				
		2.6		CA/II./9-12/4/b				
				CA/II./9-12/4/c				
				CA/II./9-12/4/e				

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA/II./9-12/4/i CA/IV./9-12/1/a CA/IV./9-12/1/b CA/IV./9-12/1/c CA/IV./9-12/1/d CA/IV./9-12/1/e CA/IV./9-12/1/f CA/IV./9-12/1/g CA/IV./9-12/1/h CA/IV./9-12/3/				
H 5	CA 6 HP 6 SS 6	1.2 1.10 4.4				SS/1.C/9-12/7/m	HP/V.B/9-12/1/	
H 6		1.2 1.5 4.8		CA/L/9-12/1/b				

An asterisk (*) in the curriculum framework...umn(s) indicates all "to do" statements in that section are applicable.

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	CA.1	1.1	MA/IV../9-12/3/d	CA/I../9-12/2/c	SC/II.A/9-12/1/a	SS/II.B/9-12/3/g		FA/IV.A/5-8/4/a
	CA.5	1.2	MA/VII../9-12/4/c	CA/I../9-12/3/1	SC/II.A/9-12/2/a	SS/II.B/9-12/3/h		
	FA.1	1.3		CA/II../9-12/3/*	SC/II.B/9-12/1/a	SS/IV.D/9-12/1/c		
	FA.2	2.1		CA/II../9-12/6/a	SC/II.B/9-12/2/a			
	FA.4	2.2		CA/III../9-12/4/*	SC/II.C/9-12/1/a			
	MA.3	2.6			SC/II.C/9-12/2/a			
	SC.8							
	SS.6							
A.2	CA.1	1.10		CA/II../9-12/3/*		SS/II.B/9-12/4/l		
	CA.5	2.2		CA/II../9-12/6/a		SS/II.B/9-12/4/m		
	CA.6	2.4				SS/II.B/9-12/4/n		
	SS.6	2.6				SS/II.D/9-12/4/g		
		3.3				SS/II.D/9-12/4/h		
		3.6				SS/II.D/9-12/4/i		
		4.3				SS/IV.D/9-12/1/n		
		4.4				SS/IV.D/9-12/1/o		
A.3	CA.1	1.10		CA/I../9-12/98/#		SS/II.B/9-12/4/l		
	CA.5	2.2				SS/II.B/9-12/4/m		
	CA.6	2.4				SS/II.B/9-12/4/n		
	SS.6	2.6				SS/II.D/9-12/4/g		
		3.3				SS/II.D/9-12/4/h		
		3.6				SS/II.D/9-12/4/i		
		4.3				SS/IV.D/9-12/1/n		
		4.4				SS/IV.D/9-12/1/o		
A.4	SS.6	2.6				SS/IV.D/9-12/1/h		
		3.4				SS/IV.D/9-12/1/i		
		3.6				SS/IV.D/9-12/1/m		
		4.4				SS/IV.D/9-12/1/n		
		4.8				SS/IV.D/9-12/1/o		
B.1	CA.1	1.10		CA/I../9-12/2/a		SS/IV.D/9-12/99/k		
	CA.7	2.6		CA/II../9-12/3/*				

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS.6			CA / II.. / 9-12 / 6 / a				
B.2	CA.1	1.10		CA / I.. / 9-12 / 2 / a		SS / IV.D / 9-12 / 99 / k		
	CA.7	2.6		CA / II.. / 9-12 / 3 / *				
	SS.6			CA / II.. / 9-12 / 6 / a				
B.3	CA.1	1.10		CA / III.. / 9-12 / 1 / a		SS / II.D / 9-12 / 2 / i		
	CA.6	2.6		CA / III.. / 9-12 / 1 / b				
	SS.6	3.3		CA / III.. / 9-12 / 4 / a				
		3.6		CA / IV.. / 9-12 / 1 / i				
		3.7						
B.4	CA.1	2.2		CA / III.. / 9-12 / 4 / a				
B.5	CA.1	1.10		CA / I.. / 9-12 / 3 / a				
	CA.6	2.2		CA / I.. / 9-12 / 3 / i				
	SS.6	2.3		CA / I.. / 9-12 / 6 / c				
		2.6		CA / II.. / 9-12 / 3 / *				
		3.3		CA / II.. / 9-12 / 6 / a				
		3.5						
		3.6						
		4.1						
		4.3						
		4.4						
B.6	CA.1	1.10		CA / I.. / 9-12 / 98 / #				
	CA.6	2.2						
	SS.6	2.3						
		2.6						
		3.3						
		3.5						
		3.6						
		4.1						
		4.3						
		4.4						
B.7	CA.1	1.10		CA / IV.. / 9-12 / 1 / i				
	CA.6	2.2						
		2.6						
B.8	CA.1	2.6		CA / II.. / 9-12 / 3 / c				

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.6			CA/IL./9-12/6/a				
B.9	CA.1	1.2		CA/L./9-12/6/a				
	CA.6	1.7		CA/IL./9-12/6/a				
		1.10						
		2.6						
		3.4						
		3.6						
		4.1						
		4.4						
B.10	CA.1	2.6		CA/IL./9-12/3/*				
	CA.6	4.5						
B.11	CA.1	2.1		CA/IL./9-12/3/*				
	CA.6	3.5		CA/IL./9-12/6/a				
		4.4						
B.12	CA.1	2.1		CA/L./9-12/98/#				
	CA.6	3.5						
		4.4						
B.13	CA.1	2.1		CA/L./9-12/98/#				
	CA.6	3.5						
		4.4						
B.14	CA.1	2.2		CA/L./9-12/98/#		SS/IL.D/9-12/2/1		
	CA.6	2.3						
	SS.4							
B.15	CA.1	2.2		CA/L./9-12/98/#		SS/IL.D/9-12/2/1		
	CA.6	2.3						
	SS.4							
B.16	CA.1	2.2		CA/L./9-12/98/#		SS/IL.D/9-12/2/1		
	CA.6	2.3						
	SS.4							
B.17	CA.1	2.2		CA/L./9-12/98/#		SS/IL.D/9-12/2/1		
	CA.6	2.3						
	SS.4							
B.18	MA.1	2.2	MA/V../9-12/1/*					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.5						
		4.4						
B.19								
B.20								
B.21	MA.1	2.2 3.5 4.1	MA/V./9-12/1/*					
B.22	CA.1 CA.4	1.5 2.6 4.6		CA/IL./9-12/3/c CA/IL./9-12/6/a				
B.23	CA.1 CA.4	1.5 2.6 4.6		CA/L./9-12/98/#				
B.24	FA.1							FA/IV.D/9-12/7/a
B.25								
B.26	CA.1	2.1 2.2 4.4		CA/IL./9-12/3/* CA/IL./9-12/6/a				
B.27	CA.1	2.1 2.2 4.4		CA/L./9-12/98/#				
B.28	CA.1	2.1 2.2 4.4		CA/L./9-12/98/#				
B.29	CA.1	2.1 2.2 4.4		CA/L./9-12/98/#				
B.30	CA.1	2.1 2.2 4.4		CA/L./9-12/98/#				
C.1	SS.2 SS.6	1.9				SS/III.C/9-12/2/e		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
C.2	FA.1	2.3				SS/II.C/9-12/4/g		FA/IV.A/9-12/3/a
	SS.6	2.6						FA/IV.A/9-12/3/b
C.3	CA.1	2.1		CA/II../9-12/3/*				
	CA.6	2.3		CA/II../9-12/6/a				
		2.6						
C.4	CA.1	2.1		CA/I../9-12/98/#				
	CA.6	2.3						
		2.6						
C.5	CA.1	2.1		CA/I../9-12/98/#				
	CA.6	2.3						
		2.6						
C.6	CA.1	2.1		CA/I../9-12/98/#				
	CA.6	2.3						
		2.6						
C.7	CA.1	1.10	MA/IV../9-12/1/*	CA/I../9-12/98/#				
	MA.1	2.2	MA/IV../9-12/2/*					
		2.6	MA/IV../9-12/3/*					
		3.8						
C.8	CA.1	2.2		CA/I../9-12/98/#				
	CA.6							
C.9	CA.1	2.1		CA/I../9-12/98/#				
	CA.6	2.3						
		2.6						
C.10	CA.1	2.1		CA/I../9-12/98/#				
	CA.6	2.3						
		2.6						
C.11	CA.1	2.1		CA/I../9-12/98/#				
	CA.6	2.3						
		2.6						
C.12	CA.1			CA/I../9-12/98/#				FA/IV.A/9-12/4/a
	CA.6							
	FA.1							
	FA.2							

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
C.13	CA.1	2.1		CA / I.. / 9-12 / 98 / #				
	CA.6	2.3						
		2.6						
C.14	CA.1	1.6		CA / II.. / 9-12 / 3 / c				FA / IV.D / 9-12 / 2 / b
	FA.1	2.2		CA / II.. / 9-12 / 6 / a				
C.15	MA.1		MA / IV.. / 9-12 / 2 / c MA / IV.. / 9-12 / 3 / c MA / V.. / 9-12 / 1 / *					
C.16	FA.1	1.6						FA / IV.D / 9-12 / 2 / b
		2.1						
C.17	SC.1	3.1			SC / III.A / 9-12 / 1 / a			
		3.8			SC / III.A / 9-12 / 3 / a			
		4.1						
D.1	MA.1	1.4	MA / I.. / 9-12 / 1 / a					
		3.2	MA / I.. / 9-12 / 1 / b					
		3.3	MA / I.. / 9-12 / 4 / d					
		4.4						
		4.6						
D.2	MA.1	1.4	MA / I.. / 9-12 / 1 / a					
		3.2	MA / I.. / 9-12 / 1 / b					
		3.3	MA / I.. / 9-12 / 4 / d					
		4.4						
		4.6						
D.3	CA.3	1.5		CA / III.. / 9-12 / 1 / a				FA / IV.D / 9-12 / 2 / b
	FA.1	2.1						
		3.3						
		4.5						
D.4	CA.3	1.5		CA / III.. / 9-12 / 1 / a				FA / IV.D / 9-12 / 2 / b
	FA.1	2.1						
		3.3						
		4.5						
D.5	CA.3	1.5		CA / III.. / 9-12 / 1 / a				FA / IV.D / 9-12 / 2 / b
	FA.1	2.1						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.3						
		4.5						
D.6	CA.3	1.5		CA/III./9-12/1/a				FA/IV.D/9-12/2/b
	FA.1	2.1						
		3.3						
		4.5						
D.7	CA.3	1.5		CA/III./9-12/1/a				FA/IV.D/9-12/2/b
	FA.1	2.1						
		3.3						
		4.5						
E.1	CA.1	1.8		CA/II./9-12/3/*				FA/IV.D/9-12/1/b
	CA.6	1.10		CA/II./9-12/6/a				FA/IV.D/9-12/1/c
	FA.1	2.1						FA/IV.D/9-12/2/a
	FA.2	2.2						
		2.3						
		2.4						
		2.6						
E.2	CA.1	1.8		CA/I./9-12/98/#				
	CA.6	1.10						
	FA.1	2.1						
	FA.2	2.2						
		2.3						
		2.4						
		2.6						
E.3	CA.1	1.8		CA/II./9-12/5/*		SS/I.B/9-12/3/l		
	CA.6	1.10		CA/II./9-12/6/a				
	HP.5	2.1						
	HP.6	2.2						
	SS.9	2.3						
		2.4						
		2.6						
E.4	CA.1	1.4	MA/IV./9-12/3/c	CA/I./9-12/2/a		SS/II.D/9-12/6/k		FA/IV.D/9-12/1/a
	CA.6	1.8	MA/IV./9-12/3/d	CA/I./9-12/3/a		SS/II.D/9-12/6/l		FA/IV.D/9-12/1/b
	FA.1	1.10		CA/I./9-12/3/b		SS/II.D/9-12/6/m		FA/IV.D/9-12/1/c

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KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1997

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.3	2.1		CA/II.. /9-12/3/*		SS/II.D/9-12/6/n		FA/IV.D/9-12/2/a
	SS.6	2.2		CA/II.. /9-12/4/a				FA/IV.D/9-12/6/b
		2.3		CA/II.. /9-12/4/b				FA/IV.D/9-12/6/c
		2.4		CA/II.. /9-12/4/e				
		2.6		CA/II.. /9-12/4/f				
		2.7		CA/II.. /9-12/5/*				
				CA/II.. /9-12/6/a				
E.5	FA.1	1.1				SS/II.D/9-12/2/k		FA/IV.A/9-12/4/a
	FA.2	1.2				SS/II.D/9-12/2/l		FA/IV.B/9-12/3/a
	FA.4	1.10				SS/II.D/9-12/2/m		FA/IV.D/9-12/1/a
	SS.4	2.1				SS/II.D/9-12/7/k		FA/IV.D/9-12/1/b
	SS.6	3.1				SS/II.D/9-12/7/l		FA/IV.D/9-12/1/c
		3.2				SS/II.D/9-12/7/m		FA/IV.D/9-12/2/a
		3.3				SS/IV.D/9-12/1/h		FA/IV.D/9-12/6/c
		3.5				SS/IV.D/9-12/1/n		
		3.6				SS/IV.D/9-12/2/h		
		3.7				SS/IV.D/9-12/2/n		
		3.8						
		4.1						
		4.5						
		4.6						
E.6	CA.3	1.4	MA/IV.. /9-12/2/c	CA/I.. /9-12/2/a				
	CA.4	3.1	MA/IV.. /9-12/3/c	CA/I.. /9-12/3/a				
	MA.1	3.2		CA/I.. /9-12/3/b				
		3.3		CA/I.. /9-12/6/a				
		3.8		CA/I.. /9-12/6/c				
		4.4		CA/I.. /9-12/6/d				
		4.5		CA/IV.. /9-12/1/e				
		4.6						
E.7	FA.4	1.1			SC/IA/9-12/2/a		HP/III.B/9-12/2/b	FA/IV.D/9-12/2/a
	HP.5	1.8			SC/IA/9-12/4/a			FA/IV.D/9-12/7/a
	SC.7	3.1			SC/IB/9-12/2/a			
	SC.8	3.2			SC/II.A/9-12/1/a			
		3.3			SC/II.A/9-12/2/a			
		3.5			SC/II.B/9-12/1/a			

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.6			SC/II.B/9-12/2/a			
		3.7			SC/II.C/9-12/1/a			
		3.8			SC/II.C/9-12/2/a			
		4.6						
		4.7						
E.8	HP.5	3.1					HP/III.B/9-12/2/b	
		3.2						
		3.3						
		3.6						
		3.7						
		3.8						
		4.5						
		4.6						
E.9	FA.4	2.5						FA/IV.D/9-12/2/a
		3.1						
		3.2						
		3.3						
		3.6						
E.10	CA.1	1.1	MA/V../9-12/1/*	CA/I../9-12/2/a	SC/IA/9-12/4/a		HP/III.B/9-12/2/b	FA/IV.D/9-12/1/a
	CA.6	1.4	MA/VI../9-12/1/i	CA/II../9-12/6/a	SC/IB/9-12/1/a			FA/IV.D/9-12/1/b
	FA.4	1.8	MA/VI../9-12/1/i		SC/IIA/9-12/1/a			FA/IV.D/9-12/1/c
	HP.5	1.10	MA/VI../9-12/2/i					FA/IV.D/9-12/2/a
	MA.1	2.5	MA/VI../9-12/2/i					FA/IV.D/9-12/2/b
	MA.2	2.6	MA/VII../9-12/3/h					FA/IV.D/9-12/7/a
	MA.3	3.1	MA/VII../9-12/5/h					
	SC.8	3.2						
		3.3						
		3.6						
		3.7						
		3.8						
		4.5						
		4.6						
E.11	CA.1	1.1	MA/V../9-12/1/*	CA/I../9-12/98/#	SC/IA/9-12/4/a		HP/III.B/9-12/2/b	FA/IV.D/9-12/1/a
	CA.6	1.4	MA/VI../9-12/1/i		SC/IB/9-12/1/a			FA/IV.D/9-12/1/b

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	FA.4	1.8	MA / VI.. / 9-12 / 1 / i		SC / II.A / 9-12 / 1 / a			FA / IV.D / 9-12 / 1 / c
	HP.5	1.10	MA / VI.. / 9-12 / 2 / i					FA / IV.D / 9-12 / 2 / a
	MA.1	2.5	MA / VI.. / 9-12 / 2 / i					FA / IV.D / 9-12 / 2 / b
	MA.2	2.6	MA / VII.. / 9-12 / 3 / h					FA / IV.D / 9-12 / 7 / a
	MA.3	3.1	MA / VII.. / 9-12 / 5 / h					
	SC.8	3.2						
		3.3						
		3.6						
		3.7						
		3.8						
		4.5						
		4.6						
E.12	FA.4	2.5						FA / IV.D / 9-12 / 1 / a
		3.1						FA / IV.D / 9-12 / 1 / b
		3.2						FA / IV.D / 9-12 / 1 / c
		3.3						FA / IV.D / 9-12 / 2 / a
		4.1						FA / IV.D / 9-12 / 2 / b
		4.5						
		4.6						
E.13		2.5						
		3.2						
		3.3						
E.14	CA.1	1.1		CA / I.. / 9-12 / 2 / a			HP / I.A / 9-12 / 3 / *	
	CA.6	1.2		CA / II.. / 9-12 / 3 / *			HP / III.B / 9-12 / 2 / b	
	HP.5	1.8		CA / III.. / 9-12 / 1 / *				
	HP.6	1.10		CA / IV.. / 9-12 / 1 / *				
		2.1						
		2.6						
		3.1						
		3.2						
		3.3						
		3.6						
		3.7						
		3.8						
		4.1						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.5						
		4.6						
		4.7						
E.15	CA.1	1.3	MA/IV../9-12/2/*	CA/I../9-12/2/a	SC/II.A/9-12/1/a	SS/II.B/9-12/3/l		FA/IV.B/9-12/3/a
	CA.4	1.4	MA/IV../9-12/3/*	CA/I../9-12/2/c	SC/II.A/9-12/2/a	SS/II.D/9-12/2/k		FA/IV.B/9-12/3/b
	CA.6	1.8	MA/VI../9-12/3/a	CA/I../9-12/3/*		SS/II.D/9-12/2/l		FA/IV.D/9-12/1/a
	FA.1	1.10	MA/VI../9-12/3/i	CA/II../9-12/3/*		SS/II.D/9-12/2/m		FA/IV.D/9-12/1/b
	FA.4	2.1	MA/VII../9-12/3/h	CA/II../9-12/4/b		SS/II.D/9-12/4/k		FA/IV.D/9-12/1/c
	MA.2	2.2	MA/VII../9-12/4/h	CA/II../9-12/4/c		SS/II.D/9-12/4/l		FA/IV.D/9-12/2/a
	MA.3	2.3	MA/VII../9-12/5/h	CA/II../9-12/5/e		SS/II.D/9-12/4/m		FA/IV.D/9-12/2/b
	SC.8	2.5		CA/II../9-12/6/*		SS/II.D/9-12/7/k		FA/IV.D/9-12/4/a
	SS.4	2.7		CA/IV../9-12/1/i		SS/II.D/9-12/7/l		FA/IV.D/9-12/4/b
		3.1				SS/II.D/9-12/7/m		FA/IV.D/9-12/6/c
		3.2						FA/IV.D/9-12/7/a
		3.3						
		3.6						
		3.7						
		3.8						
		4.5						
		4.6						
E.16	CA.1	1.3	MA/I../9-12/98/#	CA/I../9-12/98/#	SC/II.A/9-12/98/#	SS/II.A/9-12/98/#		FA/II.A/9-12/98/#
	CA.4	1.4						
	CA.6	1.8						
	FA.1	1.10						
	FA.4	2.1						
	MA.2	2.2						
	MA.3	2.3						
	SC.8	2.5						
	SS.4	2.7						
		3.1						
		3.2						
		3.3						
		3.6						
		3.7						
		3.8						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.5						
		4.6						
E.17	CA.1	1.3	MA / I.. / 9-12 / 98 / #	CA / I.. / 9-12 / 98 / #		SS / I.A / 9-12 / 98 / #		FA / I.A / 9-12 / 98 / #
	CA.4	1.4						
	CA.6	1.8						
	FA.1	1.10						
	FA.4	2.1						
	MA.2	2.2						
	MA.3	2.3						
	SC.8	2.5						
	SS.4	2.7						
		3.1						
		3.2						
		3.3						
		3.6						
		3.7						
		3.8						
		4.5						
		4.6						
F.1	CA.1	1.1		CA / I.. / 9-12 / 2 / a				
	CA.3	1.2		CA / I.. / 9-12 / 2 / c				
	CA.6	1.3		CA / I.. / 9-12 / 2 / d				
		1.4		CA / II.. / 9-12 / 3 / *				
		1.5		CA / II.. / 9-12 / 6 / a				
		1.7		CA / III.. / 9-12 / 1 / a				
		1.8		CA / III.. / 9-12 / 1 / d				
				CA / III.. / 9-12 / 1 / f				
				CA / III.. / 9-12 / 1 / j				
F.2	CA.1	1.1	MA / III.. / 9-12 / 1 / b	CA / I.. / 9-12 / 98 / #		SS / II.D / 9-12 / 2 / a		
	CA.3	1.2	MA / III.. / 9-12 / 4 / b			SS / II.D / 9-12 / 2 / b		
	CA.6	1.3	MA / IV.. / 9-12 / 2 / *			SS / II.D / 9-12 / 2 / c		
	MA.1	1.4	MA / IV.. / 9-12 / 3 / *			SS / II.D / 9-12 / 2 / d		
	MA.3	1.5	MA / V.. / 9-12 / 1 / *			SS / II.D / 9-12 / 2 / e		
	SS.4	1.7	MA / V.. / 9-12 / 4 / *			SS / II.D / 9-12 / 2 / f		
		1.8	MA / VII.. / 9-12 / 1 / a			SS / II.D / 9-12 / 2 / g		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.1	MA / VII.. / 9-12 / 1 / h			SS / II.D / 9-12 / 2 / h		
		3.2	MA / VII.. / 9-12 / 1 / k			SS / II.D / 9-12 / 2 / k		
		3.3	MA / VII.. / 9-12 / 4 / a			SS / II.D / 9-12 / 2 / l		
		4.5	MA / VII.. / 9-12 / 4 / h			SS / II.D / 9-12 / 2 / m		
			MA / VII.. / 9-12 / 4 / k					
F.3	CA.3	1.1	MA / IV.. / 9-12 / 2 / c	CA / I.. / 9-12 / 2 / *		SS / II.D / 9-12 / 2 / a		
	CA.4	1.2	MA / IV.. / 9-12 / 3 / c	CA / II.. / 9-12 / 6 / a		SS / II.D / 9-12 / 2 / b		
	CA.5	1.3	MA / VII.. / 9-12 / 1 / a	CA / IV.. / 9-12 / 1 / d		SS / II.D / 9-12 / 2 / c		
	CA.6	1.4	MA / VII.. / 9-12 / 1 / c	CA / IV.. / 9-12 / 1 / e		SS / II.D / 9-12 / 2 / d		
	MA.3	1.5	MA / VII.. / 9-12 / 1 / h	CA / IV.. / 9-12 / 1 / f		SS / II.D / 9-12 / 2 / e		
	SS.4	1.6	MA / VII.. / 9-12 / 3 / a	CA / IV.. / 9-12 / 1 / g		SS / II.D / 9-12 / 2 / f		
		1.7	MA / VII.. / 9-12 / 3 / c			SS / II.D / 9-12 / 2 / i		
		1.8	MA / VII.. / 9-12 / 3 / h			SS / II.D / 9-12 / 2 / m		
		1.10	MA / VII.. / 9-12 / 4 / a			SS / II.D / 9-12 / 4 / a		
		3.1	'A / VII.. / 9-12 / 4 / c			SS / II.D / 9-12 / 4 / b		
		3.2	MA / VII.. / 9-12 / 4 / h			SS / II.D / 9-12 / 4 / c		
		3.3	MA / VII.. / 9-12 / 5 / a			SS / II.D / 9-12 / 4 / d		
		3.5	MA / VII.. / 9-12 / 5 / c			SS / II.D / 9-12 / 4 / e		
		3.6	MA / VII.. / 9-12 / 5 / h			SS / II.D / 9-12 / 4 / f		
		3.8				SS / II.D / 9-12 / 4 / i		
						SS / II.D / 9-12 / 4 / m		
						SS / II.D / 9-12 / 7 / a		
						SS / II.D / 9-12 / 7 / b		
						SS / II.D / 9-12 / 7 / c		
						SS / II.D / 9-12 / 7 / d		
						SS / II.D / 9-12 / 7 / e		
						SS / II.D / 9-12 / 7 / f		
						SS / II.D / 9-12 / 7 / i		
						SS / II.D / 9-12 / 7 / m		
						SS / III.D / 9-12 / 1 / a		
						SS / III.D / 9-12 / 1 / b		
						SS / III.D / 9-12 / 1 / c		
						SS / III.D / 9-12 / 1 / d		
						SS / III.D / 9-12 / 1 / e		
						SS / III.D / 9-12 / 1 / f		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS / III.D / 9-12 / 1 / g		
						SS / III.D / 9-12 / 1 / k		
						SS / III.D / 9-12 / 1 / l		
						SS / III.D / 9-12 / 2 / a		
						SS / III.D / 9-12 / 2 / b		
						SS / III.D / 9-12 / 2 / c		
						SS / III.D / 9-12 / 2 / d		
						SS / III.D / 9-12 / 2 / e		
						SS / III.D / 9-12 / 2 / f		
						SS / III.D / 9-12 / 2 / g		
						SS / III.D / 9-12 / 2 / k		
						SS / III.D / 9-12 / 2 / l		
						SS / III.D / 9-12 / 3 / a		
						SS / III.D / 9-12 / 3 / b		
						SS / III.D / 9-12 / 3 / c		
						SS / III.D / 9-12 / 3 / d		
						SS / III.D / 9-12 / 3 / e		
						SS / III.D / 9-12 / 3 / f		
						SS / III.D / 9-12 / 3 / g		
						SS / III.D / 9-12 / 3 / k		
						SS / III.D / 9-12 / 3 / l		
						SS / III.D / 9-12 / 5 / a		
						SS / III.D / 9-12 / 5 / b		
						SS / III.D / 9-12 / 5 / c		
						SS / III.D / 9-12 / 5 / d		
						SS / III.D / 9-12 / 5 / e		
						SS / III.D / 9-12 / 5 / f		
						SS / III.D / 9-12 / 5 / g		
						SS / III.D / 9-12 / 5 / k		
						SS / III.D / 9-12 / 5 / l		
F.4	CA.3	1.1	MA / L. / 9-12 / 98 / #	CA / L. / 9-12 / 98 / #		SS / I.A / 9-12 / 98 / #		
	CA.4	1.2						
	CA.5	1.3						
	CA.6	1.4						
	MA.3	1.5						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS.4	1.6 1.7 1.8 1.10 3.1 3.2 3.3 3.5 3.6 3.8						
F.5	CA.3	1.1	MA / IV.. / 9-12 / 2 / d	CA / I.. / 9-12 / 2 / a		SS / II.D / 9-12 / 2 / a		
	MA.1	1.2	MA / IV.. / 9-12 / 3 / d	CA / I.. / 9-12 / 2 / c		SS / II.D / 9-12 / 2 / b		
	MA.3	1.3	MA / V.. / 9-12 / 1 / *	CA / I.. / 9-12 / 3 / a		SS / II.D / 9-12 / 2 / c		
	SS.4	1.4	MA / VII.. / 5-8 / 4 / a	CA / I.. / 9-12 / 3 / c		SS / II.D / 9-12 / 2 / d		
		1.5	MA / VII.. / 5-8 / 4 / h	CA / II.. / 9-12 / 1 / *		SS / II.D / 9-12 / 2 / e		
		1.7		CA / II.. / 9-12 / 2 / a		SS / II.D / 9-12 / 2 / f		
		1.8		CA / II.. / 9-12 / 2 / b		SS / II.D / 9-12 / 2 / i		
		3.3		CA / IV.. / 9-12 / 1 / d		SS / II.D / 9-12 / 2 / m		
		3.6		CA / IV.. / 9-12 / 1 / e		SS / III.D / 9-12 / 1 / a		
		3.8		CA / IV.. / 9-12 / 1 / f		SS / III.D / 9-12 / 1 / b		
		4.1		CA / IV.. / 9-12 / 1 / g		SS / III.D / 9-12 / 1 / c		
						SS / III.D / 9-12 / 1 / d		
						SS / III.D / 9-12 / 1 / e		
						SS / III.D / 9-12 / 1 / f		
						SS / III.D / 9-12 / 1 / g		
						SS / III.D / 9-12 / 1 / i		
						SS / III.D / 9-12 / 2 / a		
						SS / III.D / 9-12 / 2 / b		
						SS / III.D / 9-12 / 2 / c		
						SS / III.D / 9-12 / 2 / d		
						SS / III.D / 9-12 / 2 / e		
						SS / III.D / 9-12 / 2 / f		
						SS / III.D / 9-12 / 2 / g		
						SS / III.D / 9-12 / 2 / i		
						SS / III.D / 9-12 / 5 / a		

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS / III.D / 9-12 / 5 / b		
						SS / III.D / 9-12 / 5 / c		
						SS / III.D / 9-12 / 5 / d		
						SS / III.D / 9-12 / 5 / e		
						SS / III.D / 9-12 / 5 / f		
						SS / III.D / 9-12 / 5 / g		
						SS / III.D / 9-12 / 5 / h		
						SS / III.D / 9-12 / 6 / a		
						SS / III.D / 9-12 / 6 / b		
						SS / III.D / 9-12 / 6 / c		
						SS / III.D / 9-12 / 6 / d		
						SS / III.D / 9-12 / 6 / e		
						SS / III.D / 9-12 / 6 / f		
						SS / III.D / 9-12 / 6 / g		
						SS / III.D / 9-12 / 6 / h		
F.6	CA.1	1.1		CA / I.. / 9-12 / 2 / a				FA / IV.D / 9-12 / 1 / a
	CA.3	1.2		CA / I.. / 9-12 / 2 / c				FA / IV.D / 9-12 / 1 / b
	CA.6	1.3		CA / II.. / 9-12 / 6 / a				FA / IV.D / 9-12 / 1 / c
	FA.4	1.4		CA / IV.. / 9-12 / 1 / d				FA / IV.D / 9-12 / 2 / a
		1.5		CA / IV.. / 9-12 / 1 / e				FA / IV.D / 9-12 / 2 / b
		1.7		CA / IV.. / 9-12 / 1 / f				FA / IV.D / 9-12 / 4 / a
		1.8		CA / IV.. / 9-12 / 1 / g				FA / IV.D / 9-12 / 4 / b
		1.10		CA / IV.. / 9-12 / 1 / h				FA / IV.D / 9-12 / 7 / a
		2.5						
		2.6						
		2.7						
		3.1						
		3.2						
		3.3						
		3.8						
		4.1						
		4.4						
		4.5						
		4.6						
F.7	CA.1	1.4				SS / II.B / 9-12 / 4 / i		FA / IV.D / 9-12 / 1 / a

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.6	1.8				SS / II.D / 9-12 / 2 / k		FA / IV.D / 9-12 / 1 / b
	FA.1	1.10				SS / II.D / 9-12 / 2 / l		FA / IV.D / 9-12 / 1 / c
	FA.4	2.1				SS / II.D / 9-12 / 2 / m		FA / IV.D / 9-12 / 2 / a
	HP.5	2.2				SS / II.D / 9-12 / 4 / k		FA / IV.D / 9-12 / 2 / b
	SS.4	2.5				SS / II.D / 9-12 / 4 / l		FA / IV.D / 9-12 / 4 / b
	SS.6	2.6				SS / II.D / 9-12 / 4 / m		
		2.7				SS / II.D / 9-12 / 7 / k		
		3.2				SS / II.D / 9-12 / 7 / l		
		3.3				SS / II.D / 9-12 / 7 / m		
		3.6				SS / IV.D / 9-12 / 2 / g		
		3.7				SS / IV.D / 9-12 / 2 / h		
		3.8						
		4.4						
		4.5						
		4.6						
F.8	CA.1	2.6		CA / I.. / 9-12 / 98 / #				FA / IV.D / 9-12 / 1 / a
	CA.6	3.1						FA / IV.D / 9-12 / 1 / b
	FA.1	3.2						FA / IV.D / 9-12 / 1 / c
	FA.4	3.3						FA / IV.D / 9-12 / 2 / a
		3.8						FA / IV.D / 9-12 / 2 / b
		4.1						FA / IV.D / 9-12 / 4 / a
								FA / IV.D / 9-12 / 4 / b
								FA / IV.D / 9-12 / 7 / a
F.9	MA.3		MA / IV.. / 9-12 / 2 / *			SS / II.B / 9-12 / 99 / m		
	SS.4		MA / IV.. / 9-12 / 3 / *			SS / II.B / 9-12 / 99 / n		
						SS / II.D / 9-12 / 1 / a		
						SS / II.D / 9-12 / 1 / b		
						SS / II.D / 9-12 / 1 / c		
						SS / II.D / 9-12 / 1 / d		
						SS / II.D / 9-12 / 1 / e		
						SS / II.D / 9-12 / 1 / f		
						SS / II.D / 9-12 / 1 / g		
						SS / II.D / 9-12 / 1 / h		
						SS / II.D / 9-12 / 1 / i		
						SS / II.D / 9-12 / 1 / m		

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/II.D/9-12/2/a		
						SS/II.D/9-12/2/b		
						SS/II.D/9-12/2/c		
						SS/II.D/9-12/2/d		
						SS/II.D/9-12/2/e		
						SS/II.D/9-12/2/f		
						SS/II.D/9-12/2/g		
						SS/II.D/9-12/2/h		
						SS/II.D/9-12/2/i		
						SS/II.D/9-12/2/m		
						SS/II.D/9-12/3/a		
						SS/II.D/9-12/3/b		
						SS/II.D/9-12/3/c		
						SS/II.D/9-12/3/d		
						SS/II.D/9-12/3/e		
						SS/II.D/9-12/3/f		
						SS/II.D/9-12/3/g		
						SS/II.D/9-12/3/h		
						SS/II.D/9-12/3/i		
						SS/II.D/9-12/3/m		
						SS/II.D/9-12/4/a		
						SS/II.D/9-12/4/b		
						SS/II.D/9-12/4/c		
						SS/II.D/9-12/4/d		
						SS/II.D/9-12/4/e		
						SS/II.D/9-12/4/f		
						SS/II.D/9-12/4/g		
						SS/II.D/9-12/4/h		
						SS/II.D/9-12/4/i		
						SS/II.D/9-12/4/m		
						SS/III.D/9-12/1/g		
						SS/III.D/9-12/1/h		
						SS/III.D/9-12/2/g		
						SS/III.D/9-12/2/h		

F.10

FA.1

1.8

FA/IV.C/9-12/5/c

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	FA.4	1.10						FA/IV.D/9-12/1/a FA/IV.D/9-12/1/c
G.1	MA.1 MA.3	1.2 1.4 1.8 1.10 2.1 3.3 4.1	MA/I.. /9-12/4/d MA/III.. /9-12/2/* MA/III.. /9-12/3/* MA/VII.. /9-12/4/a					
G.2	CA.3 CA.5 SS.4 SS.6 SS.7	1.2 1.4 1.5 1.6 1.7 1.8 1.10		CA/I.. /9-12/2/c CA/IV.. /9-12/1/e CA/IV.. /9-12/1/f CA/IV.. /9-12/1/g		SS/ID/9-12/1/b SS/ID/9-12/1/c SS/ID/9-12/1/d SS/ID/9-12/1/e SS/ID/9-12/1/f SS/ID/9-12/1/g SS/ID/9-12/1/h SS/ID/9-12/1/n SS/ID/9-12/4/b SS/ID/9-12/4/c SS/ID/9-12/4/d SS/ID/9-12/4/e SS/ID/9-12/4/f SS/ID/9-12/4/g SS/ID/9-12/4/h SS/ID/9-12/4/n SS/ID/9-12/5/b SS/ID/9-12/5/c SS/ID/9-12/5/d SS/ID/9-12/5/e SS/ID/9-12/5/f SS/ID/9-12/5/g SS/ID/9-12/5/h SS/ID/9-12/5/n SS/II.D/9-12/1/b SS/II.D/9-12/1/c		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS / II.D / 9-12 / 1 / d		
						SS / II.D / 9-12 / 1 / e		
						SS / II.D / 9-12 / 1 / f		
						SS / II.D / 9-12 / 1 / g		
						SS / II.D / 9-12 / 1 / h		
						SS / II.D / 9-12 / 2 / b		
						SS / II.D / 9-12 / 2 / c		
						SS / II.D / 9-12 / 2 / d		
						SS / II.D / 9-12 / 2 / e		
						SS / II.D / 9-12 / 2 / f		
						SS / II.D / 9-12 / 2 / g		
						SS / II.D / 9-12 / 2 / h		
						SS / II.D / 9-12 / 4 / b		
						SS / II.D / 9-12 / 4 / c		
						SS / II.D / 9-12 / 4 / d		
						SS / II.D / 9-12 / 4 / e		
						SS / II.D / 9-12 / 4 / f		
						SS / II.D / 9-12 / 4 / g		
						SS / II.D / 9-12 / 4 / h		
						SS / III.D / 9-12 / 99 / b		
						SS / III.D / 9-12 / 99 / c		
						SS / III.D / 9-12 / 99 / d		
						SS / III.D / 9-12 / 99 / e		
						SS / III.D / 9-12 / 99 / f		
						SS / III.D / 9-12 / 99 / g		
						SS / IV.D / 9-12 / 1 / g		
						SS / IV.D / 9-12 / 1 / h		
						SS / IV.D / 9-12 / 2 / g		
						SS / IV.D / 9-12 / 2 / h		
G.3	CA.3	1.2		CA / I. / 9-12 / 98 / #		SS / I.A / 9-12 / 98 / #		
	CA.5	1.4						
	SS.4	1.5						
	SS.6	1.6						
	SS.7	1.7						
		1.8						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
1.10								
G.4	CA.3		MA / IV.. / 9-12 / 2 / *	CA / I.. / 9-12 / 2 / a				
	MA.1		MA / IV.. / 9-12 / 3 / *	CA / I.. / 9-12 / 2 / c				
			MA / V.. / 9-12 / 1 / *					
G.5	MA.1		MA / I.. / 9-12 / 98 / #			SS / II.D / 9-12 / 1 / a		
	MA.3					SS / II.D / 9-12 / 1 / b		
	SS.4					SS / II.D / 9-12 / 1 / c		
	SS.7					SS / II.D / 9-12 / 1 / d		
						SS / II.D / 9-12 / 1 / e		
						SS / II.D / 9-12 / 1 / f		
						SS / II.D / 9-12 / 1 / g		
						SS / II.D / 9-12 / 1 / h		
						SS / II.D / 9-12 / 2 / a		
						SS / II.D / 9-12 / 2 / b		
						SS / II.D / 9-12 / 2 / c		
						SS / II.D / 9-12 / 2 / d		
						SS / II.D / 9-12 / 2 / e		
						SS / II.D / 9-12 / 2 / f		
						SS / II.D / 9-12 / 2 / g		
						SS / II.D / 9-12 / 2 / h		
						SS / III.D / 9-12 / 1 / a		
						SS / III.D / 9-12 / 1 / b		
						SS / III.D / 9-12 / 1 / c		
						SS / III.D / 9-12 / 1 / d		
						SS / III.D / 9-12 / 1 / e		
						SS / III.D / 9-12 / 1 / f		
						SS / III.D / 9-12 / 1 / g		
						SS / III.D / 9-12 / 1 / h		
						SS / IV.D / 9-12 / 1 / d		
						SS / IV.D / 9-12 / 1 / e		
						SS / IV.D / 9-12 / 1 / f		
						SS / IV.D / 9-12 / 1 / g		
						SS / IV.D / 9-12 / 1 / h		
						SS / IV.D / 9-12 / 1 / n		
G.6	MA.1		MA / IV.. / 9-12 / 2 / *			SS / II.D / 9-12 / 1 / a		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.3		MA/IV../9-12/3/*			SS/II.D/9-12/1/b		
	SS.4		MA/V../9-12/1/*			SS/II.D/9-12/1/c		
	SS.7					SS/II.D/9-12/1/d		
						SS/II.D/9-12/1/e		
						SS/II.D/9-12/1/f		
						SS/II.D/9-12/1/g		
						SS/II.D/9-12/1/h		
						SS/II.D/9-12/2/a		
						SS/II.D/9-12/2/b		
						SS/II.D/9-12/2/c		
						SS/II.D/9-12/2/d		
						SS/II.D/9-12/2/e		
						SS/II.D/9-12/2/f		
						SS/II.D/9-12/2/g		
						SS/II.D/9-12/2/h		
						SS/III.D/9-12/1/a		
						SS/III.D/9-12/1/b		
						SS/III.D/9-12/1/c		
						SS/III.D/9-12/1/d		
						SS/III.D/9-12/1/e		
						SS/III.D/9-12/1/f		
						SS/III.D/9-12/1/g		
						SS/III.D/9-12/1/h		
						SS/IV.D/9-12/1/d		
						SS/IV.D/9-12/1/e		
						SS/IV.D/9-12/1/f		
						SS/IV.D/9-12/1/g		
						SS/IV.D/9-12/1/h		
						SS/IV.D/9-12/1/n		
G.7	CA.1	1.4	MA/IV../9-12/3/c	CA/I../9-12/2/a				
	CA.3	1.5	MA/V../9-12/1/*	CA/I../9-12/2/c				
	CA.4	1.10		CA/I../9-12/3/b				
	CA.6	2.2		CA/I../9-12/3/e				
	MA.1	2.3		CA/I../9-12/3/f				
		2.4		CA/II../9-12/3/*				

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.6		CA/II../9-12/5/a				
		3.1		CA/II../9-12/5/b				
		3.2		CA/II../9-12/5/c				
		3.3		CA/II../9-12/6/a				
		4.1		CA/IV../9-12/1/c				
		4.5		CA/IV../9-12/1/d				
		4.6		CA/IV../9-12/1/e				
				CA/IV../9-12/1/f				
				CA/IV../9-12/1/g				
				CA/IV../9-12/1/h				
G.8	CA.1	1.4	MA/I../9-12/98/#	CA/I../9-12/98/#				
	CA.3	1.5						
	CA.4	1.10						
	CA.6	2.2						
	MA.1	2.3						
		2.4						
		2.6						
		3.1						
		3.2						
		3.3						
		4.1						
		4.5						
		4.6						
G.9	CA.1	1.4	MA/I../9-12/98/#	CA/I../9-12/98/#				
	CA.3	1.5						
	CA.4	1.10						
	CA.6	2.2						
	MA.1	2.3						
		2.4						
		2.6						
		3.1						
		3.2						
		3.3						
		4.1						
		4.5						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
4.6								
G.10	CA.1	1.4	MA/L.. / 9-12 / 98 / #	CA/L.. / 9-12 / 98 / #				
	CA.3	1.5						
	CA.4	1.10						
	CA.6	2.2						
	MA.1	2.3						
		2.4						
		2.6						
		3.1						
		3.2						
		3.3						
		4.1						
		4.5						
		4.6						
G.11	CA.1	1.4	MA/L.. / 9-12 / 98 / #	CA/L.. / 9-12 / 98 / #		SS/II D/9-12/1/a		
	CA.3	1.5				SS/II D/9-12/1/b		
	MA.1	1.8				SS/II D/9-12/1/c		
	SS.4	1.10				SS/II D/9-12/1/d		
	SS.7	2.2				SS/II D/9-12/1/e		
		2.6				SS/II D/9-12/1/f		
		3.2				SS/II D/9-12/1/g		
		3.3				SS/II D/9-12/1/h		
		3.8				SS/II D/9-12/1/m		
		4.5				SS/II D/9-12/2/a		
		4.6				SS/II D/9-12/2/b		
						SS/II D/9-12/2/c		
						SS/II D/9-12/2/d		
						SS/II D/9-12/2/e		
						SS/II D/9-12/2/f		
						SS/II D/9-12/2/g		
						SS/II D/9-12/2/h		
						SS/II D/9-12/2/m		
						SS/IV D/9-12/1/d		
						SS/IV D/9-12/1/e		
						SS/IV D/9-12/1/f		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/IV.D/9-12/1/g		
						SS/IV.D/9-12/1/h		
						SS/IV.D/9-12/2/d		
						SS/IV.D/9-12/2/e		
						SS/IV.D/9-12/2/f		
						SS/IV.D/9-12/2/g		
						SS/IV.D/9-12/2/h		
G.12	CA.1	1.4	MA/L./9-12/98/#	CA/L./9-12/98/#		SS/LA/9-12/98/#		
	CA.3	1.5						
	MA.1	1.8						
	SS.4	1.10						
	SS.7	2.2						
		2.6						
		3.2						
		3.3						
		3.8						
		4.5						
		4.6						
G.13	CA.1	1.4		CA/L./9-12/98/#				
	CA.4	1.5						
	CA.6	1.6						
		1.7						
		1.8						
		1.10						
		2.2						
		2.6						
		2.7						
		3.3						
		4.5						
		4.6						
G.14	CA.1	1.4		CA/L./9-12/98/#				
	CA.4	1.5						
	CA.6	1.6						
		1.7						
		1.9						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.10						
		2.2						
		2.6						
		2.7						
		3.3						
		4.5						
		4.6						
G.15	CA.1	1.8		CA/I.. /9-12/98/#	SC/IA/9-12/4/a	SS/IV.D/9-12/1/d		
	CA.6	1.10				SS/IV.D/9-12/1/e		
	SC.7	2.2				SS/IV.D/9-12/1/f		
	SS.4	2.3				SS/IV.D/9-12/1/g		
		2.6				SS/IV.D/9-12/1/h		
		3.1				SS/IV.D/9-12/2/d		
		3.2				SS/IV.D/9-12/2/e		
		3.3				SS/IV.D/9-12/2/f		
		3.5				SS/IV.D/9-12/2/g		
		3.6				SS/IV.D/9-12/2/h		
		3.7						
		3.8						
		4.1						
		4.3						
		4.4						
G.16	CA.1	1.10	MA/I.. /9-12/4/c	CA/I.. /9-12/98/#		SS/II.D/9-12/1/a		
	CA.4	2.2	MA/III.. /9-12/4/d			SS/II.D/9-12/1/b		
	CA.6	2.3	MA/III.. /9-12/5/d			SS/II.D/9-12/1/c		
	MA.1	2.6	MA/IV.. /9-12/3/c			SS/II.D/9-12/1/d		
	MA.3	2.7	MA/V.. /9-12/1/*			SS/II.D/9-12/1/e		
	SS.4	3.1	MA/VII.. /9-12/4/c			SS/II.D/9-12/1/f		
		3.2	MA/VII.. /9-12/4/h			SS/II.D/9-12/1/g		
		3.3	MA/VII.. /9-12/4/i			SS/II.D/9-12/1/i		
		3.5				SS/II.D/9-12/1/m		
		3.6				SS/II.D/9-12/2/a		
		3.7				SS/II.D/9-12/2/b		
		3.8				SS/II.D/9-12/2/c		
		4.1				SS/II.D/9-12/2/d		

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
 98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.4				SS/II.D/9-12/2/e		
		4.5				SS/II.D/9-12/2/f		
		4.6				SS/II.D/9-12/2/g		
						SS/II.D/9-12/2/h		
						SS/II.D/9-12/2/m		
						SS/IV.D/9-12/1/d		
						SS/IV.D/9-12/1/e		
						SS/IV.D/9-12/1/f		
						SS/IV.D/9-12/1/g		
						SS/IV.D/9-12/1/h		
						SS/IV.D/9-12/2/d		
						SS/IV.D/9-12/2/e		
						SS/IV.D/9-12/2/f		
						SS/IV.D/9-12/2/g		
						SS/IV.D/9-12/2/h		
G.17	CA.1	1.10	MA/I.. /9-12/4/c	CA/I.. /9-12/98/#		SS/IA/9-12/98/#		
	CA.4	2.2	MA/I.. /9-12/98/#					
	CA.6	2.3						
	MA.1	2.6						
	MA.3	2.7						
	SS.4	3.1						
		3.2						
		3.3						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.4						
		4.5						
		4.6						
G.18	CA.1	1.10	MA/I.. /9-12/98/#	CA/I.. /9-12/98/#		SS/IA/9-12/98/#		
	CA.4	2.2						
	CA.6	2.3						
	MA.1	2.6						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.3	2.7						
	SS.4	3.1						
		3.2						
		3.3						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.4						
		4.5						
		4.6						
G.19	CA.1	1.10	MA / L. / 9-12 / 98 / #	CA / L. / 9-12 / 98 / #		SS / LA / 9-12 / 98 / #		
	CA.4	2.2						
	CA.6	2.3						
	MA.1	2.6						
	MA.3	2.7						
	SS.4	3.1						
		3.2						
		3.3						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.4						
		4.5						
		4.6						
G.20	CA.1	1.10	MA / L. / 9-12 / 98 / #	CA / L. / 9-12 / 98 / #		SS / LA / 9-12 / 98 / #		
	CA.4	2.2						
	CA.6	2.3						
	MA.1	2.6						
	MA.3	2.7						
	SS.4	3.1						
		3.2						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.3						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.4						
		4.5						
		4.6						
G.21	CA.1	1.10	MA / 1.. / 9-12 / 98 / #	CA / 1.. / 9-12 / 98 / #		SS / 1.A / 9-12 / 98 / #		
	CA.4	2.2						
	CA.6	2.3						
	MA.1	2.6						
	MA.3	2.7						
	SS.4	3.1						
		3.2						
		3.3						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.4						
		4.5						
		4.6						
G.22	CA.1	1.4	MA / 1.. / 9-12 / 98 / #	CA / 1.. / 9-12 / 98 / #				
	CA.3	1.5						
	CA.4	1.7						
	MA.1	1.8						
	MA.3	1.10						
		3.1						
		3.2						
		3.3						
		3.5						
		3.6						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.7						
		3.8						
		4.4						
		4.6						
G.23	CA.1	1.4	MA / 1.. / 9-12 / 98 / #	CA / 1.. / 9-12 / 98 / #				
	CA.3	1.5						
	CA.4	1.7						
	MA.1	1.8						
	MA.3	1.10						
		3.1						
		3.2						
		3.3						
		3.5						
		3.6						
		3.7						
		3.8						
		4.4						
		4.6						
G.24	CA.1	1.4	MA / 1.. / 9-12 / 98 / #	CA / 1.. / 9-12 / 98 / #				
	CA.3	1.5						
	CA.4	1.7						
	MA.1	1.8						
	MA.3	1.10						
		3.1						
		3.2						
		3.3						
		3.5						
		3.6						
		3.7						
		3.8						
		4.4						
		4.6						
G.25	CA.1	1.4	MA / 1.. / 9-12 / 98 / #	CA / 1.. / 9-12 / 98 / #				
	CA.3	1.5						
	CA.4	1.7						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.1	1.8						
	MA.3	1.10						
		3.1						
		3.2						
		3.3						
		3.5						
		3.6						
		3.7						
		3.8						
		4.4						
		4.6						
G.26	CA.1	1.4	MA/L./9-12/98/#	CA/L./9-12/98/#		SS/II.D/9-12/1/c		
	CA.6	1.8				SS/II.D/9-12/1/i		
	MA.1	1.10				SS/II.D/9-12/1/i		
	MA.3	2.2				SS/II.D/9-12/1/m		
	SS.4	2.6				SS/II.D/9-12/2/c		
		3.1				SS/II.D/9-12/2/i		
		3.2				SS/II.D/9-12/2/i		
		3.3				SS/II.D/9-12/2/m		
		3.5				SS/IV.D/9-12/1/k		
		4.5				SS/IV.D/9-12/1/n		
		4.6				SS/IV.D/9-12/1/o		
						SS/IV.D/9-12/2/k		
						SS/IV.D/9-12/2/n		
						SS/IV.D/9-12/2/o		
G.27	CA.1	1.4	MA/L./9-12/98/#	CA/L./9-12/98/#		SS/IA/9-12/98/#		
	CA.6	1.8						
	MA.1	1.10						
	MA.3	2.2						
	SS.4	2.6						
		3.1						
		3.2						
		3.3						
		3.5						
		4.5						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.6						
G.28	MA.3	1.4	MA/1./9-12/98/#		SC/1A/9-12/4/a	SS/1A/9-12/98/#		
	SC.7	1.8						
	SS.4	1.10						
		3.1						
		3.2						
		3.3						
		3.5						
G.29	CA.1	1.10		CA/II./9-12/3/e				FA/IV.C/9-12/1/a
	FA.4	2.2		CA/II./9-12/6/a				FA/IV.D/9-12/1/a
	HP.5	2.3						FA/IV.D/9-12/1/b
		2.6						FA/IV.D/9-12/1/c
		2.7						FA/IV.D/9-12/2/a
		3.1						FA/IV.D/9-12/2/b
		3.2						FA/IV.D/9-12/4/a
		3.3						FA/IV.D/9-12/4/b
		4.6						FA/IV.D/9-12/7/a

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	CA.1	1.1	MA/I.. /9-12/3/c	CA/I.. /9-12/2/c			HP/II.D/9-12/1/a	FA/IV.A/9-12/2/a
	CA.3	1.2	MA/I.. /9-12/3/d	CA/I.. /9-12/3/b				FA/IV.A/9-12/3/b
	CA.4	1.3	MA/I.. /9-12/4/c	CA/III.. /9-12/1/g				FA/IV.A/9-12/4/a
	CA.5	1.4	MA/I.. /9-12/4/d					FA/IV.D/9-12/3/a
	CA.6	1.5	MA/II.. /9-12/1/g					
	FA.1	1.6	MA/II.. /9-12/1/h					
	FA.2	1.7	MA/II.. /9-12/2/g					
	HP.1	1.8	MA/II.. /9-12/2/h					
	HP.2	1.9	MA/II.. /9-12/3/g					
	HP.3	1.10	MA/II.. /9-12/3/h					
	HP.4	2.1	MA/II.. /9-12/4/g					
	HP.5	2.2	MA/II.. /9-12/4/h					
	HP.6	2.3	MA/III.. /9-12/1/d					
	HP.7	2.4	MA/III.. /9-12/4/d					
	MA.1	2.5	MA/III.. /9-12/5/d					
	MA.3	2.6	MA/IV.. /9-12/1/d					
	MA.5	2.7	MA/IV.. /9-12/2/b					
	MA.6	3.1	MA/IV.. /9-12/2/d					
	SC.8	3.2	MA/IV.. /9-12/3/d					
	SS.3	3.3	MA/V.. /9-12/3/					
	SS.4	3.4	MA/V.. /9-12/4/					
	SS.5	3.5	MA/VII.. /9-12/5/					
	SS.6	3.6						
	SS.7	3.7						
		3.8						
		4.1						
		4.2						
		4.3						
		4.4						
		4.5						
		4.6						
		4.7						
		4.8						
A.2	CA.1	1.1	MA/I.. /9-12/1/	CA/I.. /9-12/1/	SC/I.A/9-12/1/a	SS/I.A/9-12/1/c		FA/II.A/9-12/3/a
	CA.2	1.2	MA/I.. /9-12/2/	CA/I.. /9-12/2/	SC/I.A/9-12/2/a	SS/I.A/9-12/1/e		FA/IV.D/9-12/5/a

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.3	1.3	MA/I.. /9-12/3/*	CA/I.. /9-12/3/*	SC/IA/9-12/3/a	SS/IA/9-12/1/h		
	CA.4	1.4	MA/II.. /9-12/1/a	CA/II.. /9-12/6/a	SC/IA/9-12/4/a	SS/IA/9-12/1/i		
	CA.5	1.5	MA/II.. /9-12/1/b		SC/IB/9-12/1/a	SS/IA/9-12/2/c		
	CA.6	1.6	MA/II.. /9-12/1/c		SC/IB/9-12/2/a	SS/IA/9-12/2/e		
	CA.7	1.7	MA/II.. /9-12/1/d		SC/IB/9-12/3/a	SS/IA/9-12/2/h		
	FA.1	1.8	MA/II.. /9-12/1/g		SC/IIA/9-12/1/a	SS/IA/9-12/2/i		
	FA.2	1.9	MA/II.. /9-12/1/h		SC/IIA/9-12/2/a	SS/IA/9-12/3/c		
	FA.3	1.10	MA/II.. /9-12/2/a		SC/II B/9-12/1/a	SS/IA/9-12/3/e		
	FA.4	2.1	MA/II.. /9-12/2/b		SC/II B/9-12/2/a	SS/IA/9-12/3/h		
	FA.5	2.2	MA/II.. /9-12/2/c		SC/II C/9-12/1/a	SS/IA/9-12/3/i		
	HP.1	2.3	MA/II.. /9-12/2/d		SC/VIII A/9-12/2/a	SS/IA/9-12/4/c		
	HP.2	2.4	MA/II.. /9-12/2/g		SC/VIII A/9-12/2/b	SS/IA/9-12/4/e		
	HP.3	2.5	MA/II.. /9-12/2/h			SS/IA/9-12/4/h		
	HP.5	2.6	MA/II.. /9-12/4/a			SS/IA/9-12/4/i		
	HP.6	2.7	MA/II.. /9-12/4/b			SS/IB/9-12/1/*		
	HP.7	3.1	MA/II.. /9-12/4/c			SS/IB/9-12/3/*		
	MA.1	3.2	MA/II.. /9-12/4/d			SS/IC/9-12/1/c		
	MA.2	3.3	MA/II.. /9-12/4/g			SS/IC/9-12/1/d		
	MA.3	3.4	MA/II.. /9-12/4/h			SS/IC/9-12/5/c		
	MA.5	3.5	MA/III.. /9-12/1/b			SS/IC/9-12/5/d		
	MA.6	3.6	MA/III.. /9-12/1/c			SS/IC/9-12/5/h		
	SC.1	3.7	MA/III.. /9-12/1/d			SS/ID/9-12/1/h		
	SC.2	3.8	MA/III.. /9-12/2/b			SS/ID/9-12/4/c		
	SC.7	4.1	MA/III.. /9-12/2/c					
	SC.8	4.3	MA/III.. /9-12/2/d					
	SS.2	4.4	MA/III.. /9-12/4/b					
	SS.3	4.5	MA/III.. /9-12/4/c					
	SS.4	4.6	MA/III.. /9-12/4/d					
	SS.5	4.7	MA/III.. /9-12/5/b					
	SS.6	4.8	MA/III.. /9-12/5/c					
	SS.7		MA/III.. /9-12/5/d					
			MA/IV.. /9-12/1/d					
			MA/IV.. /9-12/2/d					
			MA/IV.. /9-12/3/d					
			MA/V.. /9-12/1/a					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/V.. /9-12/1/c					
			MA/V.. /9-12/2/a					
			MA/V.. /9-12/2/c					
			MA/V.. /9-12/3/a					
			MA/V.. /9-12/3/c					
			MA/V.. /9-12/4/a					
			MA/V.. /9-12/4/c					
			MA/VII. /9-12/1/*					
			MA/VII. /9-12/2/*					
			MA/VII. /9-12/3/*					
			MA/VII. /9-12/4/*					
			MA/VII. /9-12/5/*					
			MA/IX. /9-12/2/b					
			MA/IX. /9-12/2/c					
			MA/X. /9-12/4/*					
A3	CA3	1.1	MA/L. /9-12/1/a	CA/L. /9-12/1/a	SC/1A/9-12/3/a	SS/1A/9-12/99/a	HP/11.D/9-12/1/a	FA/IV.A/9-12/3/a
	CA4	1.2	MA/L. /9-12/1/b	CA/L. /9-12/2/a	SC/1B/9-12/1/a	SS/1A/9-12/99/b		
	CA6	1.4	MA/L. /9-12/1/c	CA/L. /9-12/3/*	SC/11.A/9-12/1/a	SS/1A/9-12/99/c		
	HP3	1.5	MA/L. /9-12/3/a	CA/L. /9-12/6/a	SC/11.B/9-12/1/a	SS/1B/9-12/99/a		
	HP4	1.10	MA/L. /9-12/3/b	CA/L. /9-12/6/c	SC/11.C/9-12/1/a	SS/1B/9-12/99/b		
	HP5	2.1	MA/L. /9-12/3/c	CA/L. /9-12/6/d	SC/111.B/9-12/2/a	SS/1B/9-12/99/c		
	HP6	2.2	MA/L. /9-12/4/a	CA/111. /9-12/4/*	SC/111.B/9-12/3/a	SS/11.A/9-12/1/*		
	MA1	2.6	MA/L. /9-12/4/b	CA/IV.. /9-12/1/*	SC/VI.A/9-12/3/b	SS/11.A/9-12/2/*		
	SS3	2.7	MA/L. /9-12/4/c	CA/IV.. /9-12/3/*	SC/VIII.A/9-12/2/a	SS/11.B/9-12/1/c		
	SS4	4.1	MA/11. /9-12/1/h			SS/11.B/9-12/1/d		
	SS6	4.2	MA/111. /9-12/5/*			SS/11.B/9-12/1/g		
		4.3	MA/IV.. /9-12/2/c			SS/11.B/9-12/1/h		
		4.4	MA/IV.. /9-12/2/d			SS/11.B/9-12/1/i		
		4.5	MA/IV.. /9-12/3/c			SS/11.B/9-12/2/c		
		4.6	MA/IV.. /9-12/3/d			SS/11.B/9-12/2/d		
		4.7	MA/V.. /9-12/1/*			SS/11.B/9-12/2/g		
		4.8	MA/V.. /9-12/2/*			SS/11.B/9-12/2/h		
			MA/V.. /9-12/3/*			SS/11.B/9-12/2/i		
			MA/V.. /9-12/4/*			SS/11.B/9-12/4/c		
			MA/VII. /5-8/5/*			SS/11.B/9-12/4/d		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/IX.../9-12/2/*			SS/II.B/9-12/4/g		
			MA/X.../9-12/4/*			SS/II.B/9-12/4/h		
						SS/II.B/9-12/4/i		
						SS/II.D/9-12/1/a		
						SS/II.D/9-12/1/g		
						SS/II.D/9-12/1/h		
						SS/II.D/9-12/1/i		
						SS/II.D/9-12/1/j		
						SS/II.D/9-12/1/l		
						SS/II.D/9-12/1/n		
						SS/II.D/9-12/2/a		
						SS/II.D/9-12/2/g		
						SS/II.D/9-12/2/h		
						SS/II.D/9-12/2/i		
						SS/II.D/9-12/2/l		
						SS/II.D/9-12/2/j		
						SS/II.D/9-12/2/i		
						SS/II.D/9-12/2/n		
						SS/II.D/9-12/3/a		
						SS/II.D/9-12/3/g		
						SS/II.D/9-12/3/h		
						SS/II.D/9-12/3/i		
						SS/II.D/9-12/3/n		
						SS/II.D/9-12/4/a		
						SS/II.D/9-12/4/g		
						SS/II.D/9-12/4/h		
						SS/II.D/9-12/4/i		
						SS/II.D/9-12/4/j		
						SS/II.D/9-12/4/l		
						SS/II.D/9-12/4/n		

KEY: * = may use all 'to do' statements # = same Frameworks as previous competency
 98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/II.D/9-12/8/a		
						SS/II.D/9-12/8/g		
						SS/II.D/9-12/8/h		
						SS/II.D/9-12/8/h		
						SS/II.D/9-12/8/i		
						SS/II.D/9-12/8/i		
						SS/II.D/9-12/8/j		
						SS/II.D/9-12/8/l		
						SS/II.D/9-12/8/n		
						SS/II.E/9-12/3/c		
						SS/II.E/9-12/3/d		
						SS/II.E/9-12/3/g		
						SS/II.E/9-12/3/h		
						SS/II.E/9-12/3/l		
						SS/II.E/9-12/4/c		
						SS/II.E/9-12/4/d		
						SS/II.E/9-12/4/g		
						SS/II.E/9-12/4/h		
						SS/II.E/9-12/4/l		
						SS/III.D/9-12/2/a		
						SS/III.D/9-12/2/b		
						SS/III.D/9-12/2/c		
						SS/III.D/9-12/2/d		
						SS/III.D/9-12/2/f		
						SS/III.D/9-12/2/h		
						SS/IV.E/9-12/2/*		
						SS/IV.E/9-12/4/*		
A.4	CA.1	1.5		CA/I./9-12/1/a		SS/III.C/9-12/1/*		
	CA.4	1.6		CA/I./9-12/2/*		SS/III.C/9-12/2/*		
	CA.6	1.7		CA/I./9-12/3/a		SS/III.C/9-12/3/*		
	CA.7	1.10		CA/III./9-12/4/b		SS/III.C/9-12/4/*		
	SC.8	2.1		CA/IV./9-12/1/a		SS/III.C/9-12/5/*		
	SS.3	2.2				SS/III.C/9-12/6/*		
	SS.6	2.3				SS/III.C/9-12/7/*		
		2.4				SS/III.C/9-12/8/*		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.6				SS/III.C/9-12/9/*		
		3.1				SS/III.C/9-12/10/*		
		3.2				SS/III.E/9-12/1/*		
		3.3				SS/III.E/9-12/2/*		
		3.4				SS/III.E/9-12/3/*		
		3.5				SS/III.E/9-12/4/*		
		3.6				SS/III.E/9-12/5/*		
		3.7				SS/III.E/9-12/6/*		
		4.3						
A.5	CA.1	1.1	MA/I../9-12/1/*	CA/I../9-12/1/*	SC/II.A/9-12/1/a	SS/II.B/9-12/5/*		FA/IV.A/9-12/4/a
	CA.2	1.2	MA/I../9-12/2/*	CA/II../9-12/3/a	SC/II.A/9-12/2/a	SS/II.C/9-12/3/*		
	CA.3	1.3	MA/I../9-12/3/*	CA/II../9-12/6/a	SC/II.A/9-12/3/a	SS/II.C/9-12/4/*		
	CA.4	1.4	MA/II../9-12/1/a		SC/II.A/9-12/4/a			
	CA.5	1.5	MA/II../9-12/1/b		SC/II.A/9-12/1/a			
	CA.6	1.6	MA/II../9-12/1/c		SC/II.A/9-12/2/a			
	CA.7	1.7	MA/II../9-12/1/d		SC/II.B/9-12/1/a			
	FA.1	1.8	MA/II../9-12/1/g		SC/II.B/9-12/2/a			
	FA.2	1.9	MA/II../9-12/1/h					
	FA.3	1.10	MA/II../9-12/2/a					
	FA.4	2.1	MA/II../9-12/2/b					
	FA.5	2.2	MA/II../9-12/2/c					
	HP.1	2.3	MA/II../9-12/2/d					
	HP.2	2.4	MA/II../9-12/2/g					
	HP.3	2.5	MA/II../9-12/2/h					
	HP.4	2.6	MA/II../9-12/4/a					
	HP.5	2.7	MA/II../9-12/4/b					
	HP.6	3.1	MA/II../9-12/4/c					
	HP.7	3.2	MA/II../9-12/4/d					
	MA.1	3.3	MA/II../9-12/4/g					
	MA.2	3.4	MA/II../9-12/4/h					
	MA.3	3.5	MA/III../9-12/1/b					
	MA.4	3.6	MA/III../9-12/1/c					
	MA.5	3.7	MA/III../9-12/1/d					
	MA.6	4.1	MA/III../9-12/2/b					
	SC.1	4.2	MA/III../9-12/2/c					

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.2	4.3	MA / III.. / 9-12 / 2 / d					
	SC.3	4.4	MA / III.. / 9-12 / 4 / b					
	SC.4	4.5	MA / III.. / 9-12 / 4 / c					
	SC.7	4.6	MA / III.. / 9-12 / 4 / d					
	SC.8	4.7	MA / III.. / 9-12 / 5 / b					
	SS.1	4.8	MA / III.. / 9-12 / 5 / c					
	SS.2		MA / III.. / 9-12 / 5 / d					
	SS.3		MA / IV.. / 9-12 / 1 / d					
	SS.4		MA / IV.. / 9-12 / 2 / d					
	SS.5		MA / IV.. / 9-12 / 3 / d					
	SS.6		MA / V.. / 9-12 / 1 / a					
	SS.7		MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
A.6	CA.7	1.3				SS / II.B / 9-12 / 2 / c		
	HP.7	1.5						
	SS.6	1.10						
		2.1						
		4.1						
		4.3						
		4.4						
		4.7						
A.7	CA.1	1.1	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 1 / *	SC / I.A / 9-12 / 1 / a	SS / I.D / 9-12 / 1 / *	HP / II.A / 9-12 / 2 / a	FA / IV.A / 9-12 / 3 / a

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.2	1.2	MA / I.. / 9-12 / 2 / *	CA / II.. / 9-12 / 3 / a	SC / I.A / 9-12 / 2 / a	SS / I.D / 9-12 / 4 / *	HP / II.A / 9-12 / 3 / a	FA / IV.A / 9-12 / 4 / a
	CA.3	1.3	MA / I.. / 9-12 / 3 / *		SC / I.A / 9-12 / 3 / a	SS / I.D / 9-12 / 8 / *		
	CA.4	1.4	MA / II.. / 9-12 / 1 / a		SC / I.A / 9-12 / 4 / a	SS / I.E / 9-12 / 2 / *		
	CA.5	1.5	MA / II.. / 9-12 / 1 / b		SC / II.A / 9-12 / 1 / a	SS / I.E / 9-12 / 3 / *		
	CA.6	1.6	MA / II.. / 9-12 / 1 / c			SS / I.E / 9-12 / 4 / *		
	CA.7	1.7	MA / II.. / 9-12 / 1 / d			SS / I.E / 9-12 / 5 / *		
	FA.1	1.8	MA / II.. / 9-12 / 1 / g			SS / I.E / 9-12 / 6 / *		
	FA.2	1.9	MA / II.. / 9-12 / 1 / h			SS / I.E / 9-12 / 7 / *		
	FA.3	1.10	MA / II.. / 9-12 / 2 / a			SS / II.D / 9-12 / 1 / *		
	FA.5	2.1	MA / II.. / 9-12 / 2 / b			SS / II.D / 9-12 / 2 / *		
	HP.1	2.2	MA / II.. / 9-12 / 2 / c			SS / II.D / 9-12 / 3 / *		
	HP.2	2.3	MA / II.. / 9-12 / 2 / d			SS / II.D / 9-12 / 4 / *		
	HP.3	2.4	MA / II.. / 9-12 / 2 / g			SS / II.D / 9-12 / 5 / *		
	HP.4	2.5	MA / II.. / 9-12 / 2 / h			SS / II.D / 9-12 / 6 / *		
	HP.5	2.6	MA / II.. / 9-12 / 4 / a					
	HP.6	2.7	MA / II.. / 9-12 / 4 / b					
	HP.7	3.1	MA / II.. / 9-12 / 4 / c					
	MA.1	3.2	MA / II.. / 9-12 / 4 / d					
	MA.2	3.3	MA / II.. / 9-12 / 4 / g					
	MA.3	3.4	MA / II.. / 9-12 / 4 / h					
	MA.5	3.5	MA / III.. / 9-12 / 1 / b					
	MA.6	3.6	MA / III.. / 9-12 / 1 / c					
	SC.1	3.7	MA / III.. / 9-12 / 1 / d					
	SC.2	3.8	MA / III.. / 9-12 / 2 / b					
	SC.3	4.1	MA / III.. / 9-12 / 2 / c					
	SC.4	4.2	MA / III.. / 9-12 / 2 / d					
	SC.7	4.3	MA / III.. / 9-12 / 4 / b					
	SC.8	4.4	MA / III.. / 9-12 / 4 / c					
	SS.1	4.5	MA / III.. / 9-12 / 4 / d					
	SS.2	4.6	MA / III.. / 9-12 / 5 / b					
	SS.3	4.7	MA / III.. / 9-12 / 5 / c					
	SS.4	4.8	MA / III.. / 9-12 / 5 / d					
	SS.5		MA / IV.. / 9-12 / 1 / d					
	SS.6		MA / IV.. / 9-12 / 2 / d					
	SS.7		MA / IV.. / 9-12 / 3 / d					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/V../9-12/1/a					
			MA/V../9-12/1/c					
			MA/V../9-12/2/a					
			MA/V../9-12/2/c					
			MA/V../9-12/3/a					
			MA/V../9-12/3/c					
			MA/V../9-12/4/a					
			MA/V../9-12/4/c					
			MA/VII../9-12/1/*					
			MA/VII../9-12/2/*					
			MA/VII../9-12/3/*					
			MA/VII../9-12/4/*					
			MA/VII../9-12/5/*					
			MA/IX../9-12/2/b					
			MA/IX../9-12/2/c					
			MA/X../9-12/4/*					
B.1	CA.1	1.1	MA/I../9-12/98/#	CA/I../9-12/1/c	SC/1A/9-12/1/a	SS/11B/9-12/2/b		
	CA.3	1.2		CA/I../9-12/2/a	SC/11B/9-12/2/a	SS/11B/9-12/5/j		
	CA.4	1.3				SS/11D/9-12/1/*		
	CA.5	1.4				SS/11D/9-12/6/k		
	CA.6	1.5				SS/11D/9-12/7/l		
	CA.7	1.6						
	HP.5	1.7						
	HP.6	1.8						
	MA.1	1.9						
	MA.2	1.10						
	MA.3	2.1						
	MA.4	2.2						
	MA.5	2.3						
	MA.6	2.6						
	SC.7	2.7						
	SS.4	3.1						
	SS.5	3.2						
		3.3						
		3.4						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.4						
		4.5						
		4.6						
		4.8						
B 2	CA 1	1.1	MA / L / 9-12 / 98 / #	CA / L / 9-12 / 98 / #	SC / 1A / 9-12 / 98 / #	SS / 1A / 9-12 / 98 / #		
	CA 3	1.2						
	CA 4	1.3						
	CA 5	1.4						
	CA 6	1.5						
	CA 7	1.6						
	HP 5	1.7						
	HP 6	1.8						
	MA 1	1.9						
	MA 2	1.10						
	MA 3	2.1						
	MA 4	2.2						
	MA 5	2.3						
	MA 6	2.6						
	SC 7	2.7						
	SS 4	3.1						
	SS 5	3.2						
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.4						
		4.5						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.6						
		4.8						
B.3	CA 1	1.1	MA/L./9-12/98/#	CA/L./9-12/98/#	SC/LA/9-12/98/#	SS/LA/9-12/98/#		
	CA 3	1.2						
	CA 4	1.3						
	CA 5	1.4						
	CA 6	1.5						
	CA 7	1.6						
	HP 5	1.7						
	HP 6	1.8						
	MA 1	1.9						
	MA 2	1.10						
	MA 3	2.1						
	MA 4	2.2						
	MA 5	2.3						
	MA 6	2.6						
	SC 7	2.7						
	SS 4	3.1						
	SS 5	3.2						
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.4						
		4.5						
		4.6						
		4.8						
B.4	CA 1	1.1	MA/L./9-12/98/#	CA/L./9-12/98/#	SC/LA/9-12/98/#	SS/LA/9-12/98/#		
	CA 3	1.2						
	CA 4	1.3						
	CA 5	1.4						
	CA 6	1.5						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.7	1.6						
	HP.5	1.7						
	HP.6	1.8						
	MA.1	1.9						
	MA.2	1.10						
	MA.3	2.1						
	MA.4	2.2						
	MA.5	2.3						
	MA.6	2.6						
	SC.7	2.7						
	SS.4	3.1						
	SS.5	3.2						
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.4						
		4.5						
		4.6						
		4.8						
B.5	CA.1	1.1	MA/L./9-12/98/#	CA/L./9-12/98/#	SC/LA/9-12/98/#	SS/LA/9-12/98/#		
	CA.3	1.2						
	CA.4	1.3						
	CA.5	1.4						
	CA.6	1.5						
	CA.7	1.6						
	HP.5	1.7						
	HP.6	1.8						
	MA.1	1.9						
	MA.2	1.10						
	MA.3	2.1						
	MA.4	2.2						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.5	2.3						
	MA.6	2.6						
	SC.7	2.7						
	SS.4	3.1						
	SS.5	3.2						
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.4						
		4.5						
		4.6						
		4.8						
C.1	CA.1	1.1	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 1 / *	SC / I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / c	HP / III.A / 9-12 / 2 / a	
	CA.3	1.2	MA / I.. / 9-12 / 2 / *	CA / I.. / 9-12 / 2 / c	SC / I.A / 9-12 / 2 / a	SS / I.A / 9-12 / 1 / c	HP / III.D / 9-12 / 1 / a	
	CA.4	1.3	MA / I.. / 9-12 / 3 / *	CA / I.. / 9-12 / 6 / a	SC / I.A / 9-12 / 3 / a	SS / I.A / 9-12 / 1 / e		
	CA.5	1.4	MA / II.. / 9-12 / 1 / a	CA / II.. / 9-12 / 5 / e	SC / I.A / 9-12 / 4 / a	SS / I.A / 9-12 / 1 / e		
	CA.6	1.5	MA / II.. / 9-12 / 1 / b		SC / I.B / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / h		
	HP.1	1.6	MA / II.. / 9-12 / 1 / c		SC / I.B / 9-12 / 2 / a	SS / I.A / 9-12 / 1 / h		
	HP.2	1.7	MA / II.. / 9-12 / 1 / d		SC / I.B / 9-12 / 3 / a	SS / I.A / 9-12 / 1 / i		
	HP.3	1.8	MA / II.. / 9-12 / 1 / g		SC / I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / i		
	HP.4	1.9	MA / II.. / 9-12 / 1 / h		SC / I.A / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / c		
	HP.5	1.10	MA / II.. / 9-12 / 2 / a		SC / I.B / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / c		
	HP.6	2.1	MA / II.. / 9-12 / 2 / b		SC / III.A / 9-12 / 3 / a	SS / I.A / 9-12 / 2 / e		
	HP.7	2.2	MA / II.. / 9-12 / 2 / c		SC / III.B / 9-12 / 3 / a	SS / I.A / 9-12 / 2 / e		
	MA.1	2.3	MA / II.. / 9-12 / 2 / d			SS / I.A / 9-12 / 2 / h		
	MA.2	2.4	MA / II.. / 9-12 / 2 / g			SS / I.A / 9-12 / 2 / h		
	MA.3	2.6	MA / II.. / 9-12 / 2 / h			SS / I.A / 9-12 / 2 / i		
	MA.5	2.7	MA / II.. / 9-12 / 4 / a			SS / I.A / 9-12 / 2 / i		
	MA.6	3.1	MA / II.. / 9-12 / 4 / b			SS / I.A / 9-12 / 3 / c		
	SC.1	3.2	MA / II.. / 9-12 / 4 / c			SS / I.A / 9-12 / 3 / c		
	SC.2	3.3	MA / II.. / 9-12 / 4 / d			SS / I.A / 9-12 / 3 / e		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC 3	3.4	MA / II.. / 9-12 / 4 / g			SS / IA / 9-12 / 3 / e		
	SC 4	3.5	MA / II.. / 9-12 / 4 / h			SS / IA / 9-12 / 3 / h		
	SC 5	3.6	MA / III.. / 9-12 / 1 / b			SS / IA / 9-12 / 3 / h		
	SC 6	3.7	MA / III.. / 9-12 / 1 / c			SS / IA / 9-12 / 3 / l		
	SC 7	3.8	MA / III.. / 9-12 / 1 / d			SS / IA / 9-12 / 3 / l		
	SC 8	4.1	MA / III.. / 9-12 / 2 / b			SS / IA / 9-12 / 4 / c		
	SS 3	4.2	MA / III.. / 9-12 / 2 / c			SS / IA / 9-12 / 4 / c		
	SS 4	4.3	MA / III.. / 9-12 / 2 / d			SS / IA / 9-12 / 4 / e		
	SS 5	4.4	MA / III.. / 9-12 / 4 / b			SS / IA / 9-12 / 4 / e		
	SS 6	4.5	MA / III.. / 9-12 / 4 / c			SS / IA / 9-12 / 4 / h		
	SS 7	4.6	MA / III.. / 9-12 / 4 / d			SS / IA / 9-12 / 4 / h		
		4.7	MA / III.. / 9-12 / 5 / b			SS / IA / 9-12 / 4 / i		
		4.8	MA / III.. / 9-12 / 5 / c			SS / IA / 9-12 / 4 / i		
			MA / III.. / 9-12 / 5 / d			SS / IB / 9-12 / 1 / *		
			MA / IV.. / 9-12 / 1 / d			SS / IB / 9-12 / 3 / *		
			MA / IV.. / 9-12 / 2 / d			SS / IC / 9-12 / 1 / c		
			MA / IV.. / 9-12 / 3 / d			SS / IC / 9-12 / 1 / d		
			MA / V.. / 9-12 / 1 / a			SS / IC / 9-12 / 1 / h		
			MA / V.. / 9-12 / 1 / c			SS / IC / 9-12 / 5 / c		
			MA / V.. / 9-12 / 2 / a			SS / IC / 9-12 / 5 / d		
			MA / V.. / 9-12 / 2 / c			SS / IC / 9-12 / 5 / h		
			MA / V.. / 9-12 / 3 / a			SS / ID / 9-12 / 4 / e		
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
C.2	CA.1	1.4	MA / L.. / 9-12 / 1 / a	CA / L.. / 9-12 / 1 / b	SC / LA / 9-12 / 1 / a	SS / IB / 9-12 / 3 / a		
	CA.3	1.6	MA / L.. / 9-12 / 1 / c	CA / L.. / 9-12 / 2 / c	SC / LA / 9-12 / 2 / a	SS / IB / 9-12 / 3 / b		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA 4	1.7	MA / I. / 9-12 / 1 / d		SC / IA / 9-12 / 3 / a	SS / IB / 9-12 / 3 / d		
	CA 5	1.8	MA / I. / 9-12 / 3 / a		SC / IA / 9-12 / 4 / a	SS / IB / 9-12 / 3 / k		
	CA 6	1.10	MA / I. / 9-12 / 3 / c		SC / IB / 9-12 / 1 / a			
	CA 7	2.2	MA / I. / 9-12 / 3 / d		SC / IB / 9-12 / 2 / a			
	HP 3	2.7	MA / I. / 9-12 / 4 / a		SC / IB / 9-12 / 3 / a			
	HP 5	3.1	MA / I. / 9-12 / 4 / c		SC / IIA / 9-12 / 1 / a			
	HP 6	3.4	MA / I. / 9-12 / 4 / d					
	HP 7	3.8	MA / II. / 9-12 / 1 / a					
	MA 1	4.1	MA / II. / 9-12 / 1 / c					
	MA 2		MA / II. / 9-12 / 1 / d					
	MA 3		MA / II. / 9-12 / 1 / e					
	MA 6		MA / II. / 9-12 / 1 / g					
	SC 7		MA / II. / 9-12 / 1 / h					
	SC 8		MA / II. / 9-12 / 2 / a					
	SS 1		MA / II. / 9-12 / 2 / c					
	SS 2		MA / II. / 9-12 / 2 / d					
	SS 3		MA / II. / 9-12 / 2 / e					
	SS 4		MA / II. / 9-12 / 2 / g					
	SS 5		MA / II. / 9-12 / 2 / h					
	SS 7		MA / II. / 9-12 / 3 / a					
			MA / II. / 9-12 / 3 / c					
			MA / II. / 9-12 / 3 / d					
			MA / II. / 9-12 / 3 / e					
			MA / II. / 9-12 / 3 / g					
			MA / II. / 9-12 / 3 / h					
			MA / II. / 9-12 / 4 / a					
			MA / II. / 9-12 / 4 / c					
			MA / II. / 9-12 / 4 / d					
			MA / II. / 9-12 / 4 / e					
			MA / II. / 9-12 / 4 / g					
			MA / II. / 9-12 / 4 / h					
			MA / III. / 9-12 / 1 / *					
			MA / III. / 9-12 / 2 / *					
			MA / III. / 9-12 / 3 / *					
			MA / III. / 9-12 / 4 / *					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / III. / 9-12 / 5 / *					
			MA / IV. / 9-12 / 1 / *					
			MA / IV. / 9-12 / 2 / *					
			MA / IV. / 9-12 / 3 / *					
			MA / V. / 9-12 / 1 / c					
			MA / V. / 9-12 / 2 / c					
			MA / V. / 9-12 / 3 / c					
			MA / V. / 9-12 / 4 / c					
			MA / VI. / 9-12 / 1 / *					
			MA / VII. / 9-12 / 5 / *					
C.3	CA.1	1.4	MA / L. / 9-12 / 98 / #	CA / L. / 9-12 / 98 / #	SC / LA / 9-12 / 98 / #	SS / LA / 9-12 / 98 / #		
	CA.3	1.6						
	CA.4	1.7						
	CA.5	1.8						
	CA.6	1.10						
	CA.7	2.2						
	HP.3	2.7						
	HP.5	3.1						
	HP.6	3.4						
	HP.7	3.8						
	MA.1	4.1						
	MA.2							
	MA.3							
	MA.6							
	SC.7							
	SC.8							
	SS.1							
	SS.2							
	SS.3							
	SS.4							
	SS.5							
	SS.7							
C.4	CA.1	1.1	MA / L. / 9-12 / 1 / a	CA / L. / 9-12 / 1 / a	SC / LA / 9-12 / 1 / a	SS / LC / 9-12 / 5 / e	HP / II.B / 9-12 / 4 / a	
	CA.3	1.2	MA / L. / 9-12 / 1 / b	CA / L. / 9-12 / 2 / a	SC / LA / 9-12 / 2 / a	SS / LC / 9-12 / 5 / e	HP / III.D / 9-12 / 1 / a	
	CA.4	1.3	MA / L. / 9-12 / 1 / c	CA / L. / 9-12 / 2 / d	SC / LA / 9-12 / 3 / a	SS / LC / 9-12 / 5 / l		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.5	1.4	MA/L./9-12/1/d	CA/L./9-12/2/e	SC/LA/9-12/4/a	SS/LC/9-12/5/l		
	CA.6	1.6	MA/L./9-12/2/a	CA/L./9-12/3/*	SC/LB/9-12/1/a	SS/LC/9-12/5/m		
	CA.7	1.7	MA/L./9-12/2/b	CA/IL./9-12/4/*	SC/LB/9-12/2/a	SS/LC/9-12/5/m		
	HP.1	1.8	MA/L./9-12/2/c	CA/III./9-12/1/l	SC/LB/9-12/3/a	SS/LC/9-12/8/e		
	HP.2	1.9	MA/L./9-12/2/d		SC/IIA/9-12/1/a	SS/LC/9-12/8/e		
	HP.3	1.10	MA/L./9-12/3/a		SC/IIA/9-12/2/a	SS/LC/9-12/8/l		
	HP.5	2.1	MA/L./9-12/3/b		SC/ILB/9-12/1/a	SS/LC/9-12/8/l		
	HP.6	2.2	MA/L./9-12/3/c		SC/ILC/9-12/1/a	SS/LC/9-12/8/m		
	HP.7	2.3	MA/L./9-12/3/d			SS/LC/9-12/8/m		
	MA.1	2.6	MA/L./9-12/4/a			SS/IIA/9-12/4/g		
	MA.2	2.7	MA/L./9-12/4/b			SS/IIA/9-12/4/g		
	MA.3	3.1	MA/L./9-12/4/c			SS/IIA/9-12/4/l		
	MA.5	3.2	MA/L./9-12/4/d			SS/IIA/9-12/4/l		
	MA.6	3.3	MA/IL./9-12/1/e			SS/IIA/9-12/4/l		
	SC.1	3.4	MA/IL./9-12/1/g			SS/IIA/9-12/4/l		
	SC.2	3.5	MA/IL./9-12/4/e					
	SC.3	3.6	MA/IL./9-12/4/g					
	SC.4	3.7	MA/III./9-12/1/d					
	SC.5	3.8	MA/III./9-12/2/d					
	SC.6	4.1	MA/III./9-12/3/d					
	SC.7	4.3	MA/III./9-12/4/d					
	SC.8	4.4	MA/III./9-12/5/d					
	SS.4	4.5	MA/IV./9-12/1/c					
	SS.5	4.6	MA/IV./9-12/1/d					
	SS.7	4.7	MA/IV./9-12/2/c					
		4.8	MA/IV./9-12/2/d					
			MA/IV./9-12/3/c					
			MA/IV./9-12/3/d					
			MA/V./9-12/1/a					
			MA/V./9-12/1/b					
			MA/V./9-12/2/a					
			MA/V./9-12/2/b					
			MA/V./9-12/3/a					
			MA/V./9-12/3/b					
			MA/V./9-12/4/a					

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
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MA / V.. / 9-12 / 4 / b
 MA / VI.. / 9-12 / 3 / c
 MA / VI.. / 9-12 / 3 / d
 MA / VII.. / 9-12 / 3 / *
 MA / VII.. / 9-12 / 4 / *
 MA / VII.. / 9-12 / 5 / *
 MA / IX.. / 9-12 / 2 / b

C 5	CA 1	1.1	MA / I.. / 9-12 / 98 / #	CA / I.. / 9-12 / 98 / #	SC / I.A / 9-12 / 98 / #	SS / I.A / 9-12 / 98 / #	HP / I.A / 9-12 / 98 / #	
	CA 3	1.2						
	CA 4	1.3						
	CA 5	1.4						
	CA 6	1.6						
	CA 7	1.7						
	HP 1	1.8						
	HP 2	1.9						
	HP 3	1.10						
	HP 5	2.1						
	HP 6	2.2						
	HP 7	2.3						
	MA 1	2.6						
	MA 2	2.7						
	MA 3	3.1						
	MA 5	3.2						
	MA 6	3.3						
	SC 1	3.4						
	SC 2	3.5						
	SC 3	3.6						
	SC 4	3.7						
	SC 5	3.8						
	SC 6	4.1						
	SC 7	4.3						
	SC 8	4.4						
	SS 4	4.5						
	SS 5	4.6						
	SS 7	4.7						

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
4.8								
C.6	CA.1	1.1	MA/L/9-12/98/#	CA/L/9-12/98/#	SC/LA/9-12/98/#	SS/LA/9-12/98/#	HP/LA/9-12/98/#	
	CA.3	1.2						
	CA.4	1.3						
	CA.5	1.4						
	CA.6	1.6						
	CA.7	1.7						
	HP.1	1.8						
	HP.2	1.9						
	HP.3	1.10						
	HP.5	2.1						
	HP.6	2.2						
	HP.7	2.3						
	MA.1	2.6						
	MA.2	2.7						
	MA.3	3.1						
	MA.5	3.2						
	MA.6	3.3						
	SC.1	3.4						
	SC.2	3.5						
	SC.3	3.6						
	SC.4	3.7						
	SC.5	3.8						
	SC.6	4.1						
	SC.7	4.3						
	SC.8	4.4						
	SS.4	4.5						
	SS.5	4.6						
	SS.7	4.7						
		4.8						
C.7	CA.1	1.4	MA/L/9-12/1/a	CA/L/9-12/1/b	SC/LA/9-12/1/a	SS/LB/9-12/3/a		
	CA.3	1.6	MA/L/9-12/1/c	CA/L/9-12/2/c	SC/LA/9-12/2/a	SS/LB/9-12/3/b		
	CA.4	1.7	MA/L/9-12/1/d		SC/LA/9-12/3/a	SS/LB/9-12/3/d		
	CA.5	1.8	MA/L/9-12/3/a		SC/LA/9-12/4/a	SS/LB/9-12/3/k		
	CA.6	1.10	MA/L/9-12/3/c		SC/LB/9-12/1/a			

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.7	2.2	MA / I.. / 9-12 / 3 / d		SC / I.B / 9-12 / 2 / a			
	HP.3	2.7	MA / I.. / 9-12 / 4 / a		SC / I.B / 9-12 / 3 / a			
	HP.5	3.1	MA / I.. / 9-12 / 4 / c		SC / II.A / 9-12 / 1 / a			
	HP.6	3.4	MA / I.. / 9-12 / 4 / d					
	HP.7	3.8	MA / II.. / 9-12 / 1 / a					
	MA.1	4.1	MA / II.. / 9-12 / 1 / c					
	MA.2		MA / II.. / 9-12 / 1 / d					
	MA.3		MA / II.. / 9-12 / 1 / e					
	MA.6		MA / II.. / 9-12 / 1 / g					
	SC.7		MA / II.. / 9-12 / 1 / h					
	SC.8		MA / II.. / 9-12 / 2 / a					
	SS.1		MA / II.. / 9-12 / 2 / c					
	SS.2		MA / II.. / 9-12 / 2 / d					
	SS.3		MA / II.. / 9-12 / 2 / e					
	SS.4		MA / II.. / 9-12 / 2 / g					
	SS.5		MA / II.. / 9-12 / 2 / h					
	SS.7		MA / II.. / 9-12 / 3 / a					
			MA / II.. / 9-12 / 3 / c					
			MA / II.. / 9-12 / 3 / d					
			MA / II.. / 9-12 / 3 / e					
			MA / II.. / 9-12 / 3 / g					
			MA / II.. / 9-12 / 3 / h					
			MA / II.. / 9-12 / 4 / a					
			MA / II.. / 9-12 / 4 / c					
			MA / II.. / 9-12 / 4 / d					
			MA / II.. / 9-12 / 4 / e					
			MA / II.. / 9-12 / 4 / g					
			MA / II.. / 9-12 / 4 / h					
			MA / III.. / 9-12 / 1 / *					
			MA / III.. / 9-12 / 2 / *					
			MA / III.. / 9-12 / 3 / *					
			MA / III.. / 9-12 / 4 / *					
			MA / III.. / 9-12 / 5 / *					
			MA / IV.. / 9-12 / 1 / *					
			MA / IV.. / 9-12 / 2 / *					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / IV.. / 9-12 / 3 / *					
			MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / c					
			MA / VI.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 5 / *					
D.1	CA.1	1.3		CA / L. / 9-12 / 1 / a	SC / IA / 9-12 / 1 / a		HP / IB / 9-12 / 1 / *	FA / III.B / 9-12 / 4 / a
	CA.3	1.4		CA / L. / 9-12 / 2 / c	SC / IA / 9-12 / 2 / a		HP / II.A / 9-12 / 3 / a	FA / IV.A / 9-12 / 6 / a
	CA.4	1.5		CA / L. / 9-12 / 3 / b	SC / IA / 9-12 / 3 / a		HP / II.B / 9-12 / 1 / a	
	CA.5	1.6		CA / L. / 9-12 / 6 / c	SC / IA / 9-12 / 4 / a		HP / II.B / 9-12 / 4 / a	
	CA.6	1.7		CA / II.. / 9-12 / 3 / c	SC / II.A / 9-12 / 1 / a		HP / II.B / 9-12 / 8 / a	
	CA.7	1.8		CA / II.. / 9-12 / 5 / e	SC / II.A / 9-12 / 2 / a		HP / II.C / 9-12 / 1 / b	
	HP.1	1.9		CA / II.. / 9-12 / 6 / b	SC / II.B / 9-12 / 1 / a		HP / II.D / 9-12 / 1 / a	
	HP.2 *	1.10		CA / III.. / 9-12 / 1 / g	SC / II.B / 9-12 / 2 / a		HP / III.A / 9-12 / 1 / a	
	HP.3	2.1		CA / III.. / 9-12 / 4 / e	SC / II.C / 9-12 / 1 / a		HP / III.A / 9-12 / 2 / a	
	HP.4	2.2		CA / IV.. / 9-12 / 1 / e	SC / II.C / 9-12 / 2 / a		HP / III.A / 9-12 / 8 / a	
	HP.5	2.3		CA / IV.. / 9-12 / 3 / *			HP / III.A / 9-12 / 9 / a	
	HP.6	2.6					HP / III.D / 9-12 / 1 / a	
	HP.7	2.7					HP / V.B / 9-12 / 2 / b	
	MA.3	3.1					HP / V.C / 9-12 / 1 / a	
	SC.1	3.2						
	SC.2	3.3						
	SC.3	3.4						
	SC.4	3.5						
	SC.7	3.6						
	SC.8	3.7						
	SS.2	3.8						
	SS.3	4.1						
	SS.4	4.2						
	SS.5	4.3						
	SS.7	4.4						
		4.5						
		4.6						
		4.7						

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
D.2	CA.1	1.1		CA/I./9-12/2/c	SC/1A/9-12/1/a	SS/1B/9-12/3/a	HP/11.B/9-12/1/a	FA/IV.A/9-12/3/b
	CA.3	1.2		CA/II./9-12/5/*	SC/1A/9-12/2/a	SS/1B/9-12/3/b	HP/11.B/9-12/4/a	FA/IV.A/9-12/4/a
	CA.4	1.3		CA/II./9-12/6/a	SC/1A/9-12/3/a	SS/1B/9-12/3/d	HP/11.B/9-12/8/a	FA/IV.D/9-12/3/a
	CA.5	1.4		CA/III./9-12/1/a	SC/1A/9-12/4/a	SS/1B/9-12/3/k	HP/11.C/9-12/1/a	
	CA.6	1.5		CA/III./9-12/4/*	SC/1B/9-12/1/a			
	CA.7	1.6		CA/IV./9-12/1/e	SC/1B/9-12/2/a			
	HP.1	1.7			SC/1B/9-12/3/a			
	HP.2	1.8			SC/11.A/9-12/1/a			
	HP.3	1.9			SC/11.A/9-12/2/a			
	HP.4	1.10			SC/11.B/9-12/1/a			
	HP.5	2.1			SC/11.B/9-12/2/a			
	HP.6	2.2						
	HP.7	2.3						
	MA.2	2.6						
	SC.1	2.7						
	SC.2	3.1						
	SC.3	3.2						
	SC.4	3.3						
	SC.5	3.4						
	SC.6	3.5						
	SC.7	3.6						
	SC.8	3.7						
	SS.1	3.8						
	SS.2	4.1						
	SS.3	4.2						
	SS.4	4.3						
	SS.5	4.4						
	SS.6	4.5						
	SS.7	4.6						
		4.7						
		4.8						
D.3	CA.1	1.2		CA/I./9-12/1/a	SC/1A/9-12/1/a		HP/11.B/9-12/1/a	
	CA.3	1.4		CA/III./9-12/4/*	SC/1A/9-12/2/a		HP/IV.B/9-12/1/a	
	CA.6	1.5			SC/1A/9-12/3/a		HP/IV.D/9-12/3/a	
		1.7			SC/1A/9-12/4/a		HP/V.C/9-12/1/*	

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
D.4	CA.1	1.2		CA/L/9-12/98/#	SC/1A/9-12/98/#		HP/1A/9-12/98/#	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
D.5	CA.1	1.2		CA/L/9-12/98/#	SC/1A/9-12/98/#		HP/1A/9-12/98/#	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
D.6	CA.1	1.1	MA/L/9-12/1/*	CA/L/9-12/1/*	SC/1A/9-12/1/a	SS/1A/9-12/1/c	HP/1B/9-12/1/a	
	CA.3	1.2	MA/L/9-12/2/*	CA/L/9-12/2/c	SC/1A/9-12/2/a	SS/1A/9-12/1/f	HP/11A/9-12/9/a	
	CA.4	1.3	MA/L/9-12/3/*	CA/L/9-12/3/a	SC/1A/9-12/3/a	SS/1A/9-12/1/h		
	CA.5	1.4	MA/1L/9-12/1/a	CA/L/9-12/6/c	SC/1A/9-12/4/a	SS/1A/9-12/1/i		
	CA.6	1.5	MA/1L/9-12/1/b		SC/1B/9-12/1/a	SS/1A/9-12/2/c		
	CA.7	1.6	MA/1L/9-12/1/c		SC/1B/9-12/2/a	SS/1A/9-12/2/f		

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
 98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.1	1.7	MA/II../9-12/1/d		SC/IB/9-12/3/a	SS/IA/9-12/2/h		
	HP.2	1.8	MA/II../9-12/1/g		SC/II.A/9-12/1/a	SS/IA/9-12/2/i		
	HP.3	1.9	MA/II../9-12/1/h		SC/II.A/9-12/2/a	SS/IA/9-12/3/c		
	HP.4	1.10	MA/II../9-12/2/a		SC/II.B/9-12/2/a	SS/IA/9-12/3/f		
	HP.5	2.1	MA/II../9-12/2/b		SC/III.A/9-12/3/a	SS/IA/9-12/3/h		
	HP.6	2.2	MA/II../9-12/2/c		SC/III.B/9-12/3/a	SS/IA/9-12/3/i		
	HP.7	2.3	MA/II../9-12/2/d			SS/IB/9-12/1/*		
	MA.1	2.6	MA/II../9-12/2/g			SS/IB/9-12/3/*		
	MA.2	2.7	MA/II../9-12/2/h			SS/IC/9-12/1/c		
	MA.3	3.1	MA/II../9-12/4/a			SS/IC/9-12/1/d		
	MA.5	3.2	MA/II../9-12/4/b			SS/IC/9-12/1/h		
	MA.6	3.3	MA/II../9-12/4/c			SS/IC/9-12/5/c		
	SC.1	3.4	MA/II../9-12/4/d			SS/IC/9-12/5/d		
	SC.2	3.5	MA/II../9-12/4/g			SS/IC/9-12/5/h		
	SC.3	3.6	MA/II../9-12/4/h			SS/ID/9-12/4/e		
	SC.4	3.7	MA/III../9-12/1/b					
	SC.7	3.8	MA/III../9-12/1/c					
	SC.8	4.1	MA/III../9-12/1/d					
	SS.1	4.2	MA/III../9-12/2/b					
	SS.2	4.3	MA/III../9-12/2/c					
	SS.3	4.4	MA/III../9-12/2/d					
	SS.4	4.5	MA/III../9-12/4/b					
	SS.5	4.6	MA/III../9-12/4/c					
	SS.6	4.7	MA/III../9-12/4/d					
	SS.7	4.8	MA/III../9-12/5/b					
			MA/III../9-12/5/c					
			MA/III../9-12/5/d					
			MA/IV../9-12/1/d					
			MA/IV../9-12/2/d					
			MA/IV../9-12/3/d					
			MA/V../9-12/1/a					
			MA/V../9-12/1/c					
			MA/V../9-12/2/a					
			MA/V../9-12/2/c					
			MA/V../9-12/3/a					

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/V../9-12/3/c MA/V../9-12/4/a MA/V../9-12/4/c MA/VII../9-12/1/* MA/VII../9-12/2/* MA/VII../9-12/3/* MA/VII../9-12/4/* MA/VII../9-12/5/* MA/IX../9-12/2/b MA/IX../9-12/2/c					
D.7	CA.1	1.3		CA/I../9-12/1/a	SC/IA/9-12/1/a		HP/IB/9-12/1/*	FA/III.B/9-12/4/a
	CA.3	1.4		CA/I../9-12/2/c	SC/IA/9-12/2/a		HP/II.A/9-12/3/a	FA/IV.A/9-12/6/a
	CA.4	1.5		CA/I../9-12/3/b	SC/IA/9-12/3/a		HP/II.B/9-12/4/a	
	CA.5	1.6		CA/I../9-12/6/c	SC/IA/9-12/4/a		HP/II.B/9-12/8/a	
	CA.6	1.7		CA/II../9-12/3/c	SC/II.A/9-12/1/a		HP/II.C/9-12/1/b	
	CA.7	1.8		CA/II../9-12/5/e	SC/II.A/9-12/2/a		HP/II.D/9-12/1/a	
	HP.1	1.9		CA/II../9-12/6/b	SC/II.B/9-12/1/a		HP/III.A/9-12/1/a	
	HP.2	1.10		CA/III../9-12/1/g	SC/II.B/9-12/2/a		HP/III.A/9-12/2/*	
	HP.3	2.1		CA/III../9-12/4/e	SC/II.C/9-12/1/a		HP/III.A/9-12/8/a	
	HP.4	2.2		CA/IV../9-12/1/e	SC/II.C/9-12/2/a		HP/III.A/9-12/9/a	
	HP.5	2.3		CA/IV../9-12/3/*			HP/III.D/9-12/1/a	
	HP.6	2.6					HP/IV.C/9-12/1/a	
	HP.7	2.7					HP/V.B/9-12/2/b	
	MA.3	3.1						
	SC.1	3.2						
	SC.2	3.3						
	SC.3	3.4						
	SC.4	3.5						
	SC.7	3.6						
	SC.8	3.7						
	SS.2	3.8						
	SS.3	4.1						
	SS.4	4.2						
	SS.5	4.3						
	SS.7	4.4						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.5						
		4.6						
		4.7						
D.8	CA.1	1.3		CA / I.. / 9-12 / 98 / #	SC / I.A / 9-12 / 98 / #		HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	CA.3	1.4						
	CA.4	1.5						
	CA.5	1.6						
	CA.6	1.7						
	CA.7	1.8						
	HP.1	1.9						
	HP.2	1.10						
	HP.3	2.1						
	HP.4	2.2						
	HP.5	2.3						
	HP.6	2.6						
	HP.7	2.7						
	MA.3	3.1						
	SC.1	3.2						
	SC.2	3.3						
	SC.3	3.4						
	SC.4	3.5						
	SC.7	3.6						
	SC.8	3.7						
	SS.2	3.8						
	SS.3	4.1						
	SS.4	4.2						
	SS.5	4.3						
	SS.7	4.4						
		4.5						
		4.6						
		4.7						
D.9	CA.1	1.3		CA / I.. / 9-12 / 11 / #	SC / I.A / 9-12 / 98 / #		HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	CA.3	1.4						
	CA.4	1.5						
	CA.5	1.6						

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.6	1.7						
	CA.7	1.8						
	HP.1	1.9						
	HP.2	1.10						
	HP.3	2.1						
	HP.4	2.2						
	HP.5	2.3						
	HP.6	2.6						
	HP.7	2.7						
	MA.3	3.1						
	SC.1	3.2						
	SC.2	3.3						
	SC.3	3.4						
	SC.4	3.5						
	SC.7	3.6						
	SC.8	3.7						
	SS.2	3.8						
	SS.3	4.1						
	SS.4	4.2						
	SS.5	4.3						
	SS.7	4.4						
		4.5						
		4.6						
		4.7						
D.10	CA.1	1.3		CA/1./9-12/98/#	SC/1.A/9-12/98/#		HP/1.A/9-12/98/#	FA/1.A/9-12/98/#
	CA.3	1.4						
	CA.4	1.5						
	CA.5	1.6						
	CA.6	1.7						
	CA.7	1.8						
	HP.1	1.9						
	HP.2	1.10						
	HP.3	2.1						
	HP.4	2.2						
	HP.5	2.3						

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.6	2.6						
	HP.7	2.7						
	MA.3	3.1						
	SC.1	3.2						
	SC.2	3.3						
	SC.3	3.4						
	SC.4	3.5						
	SC.7	3.6						
	SC.8	3.7						
	SS.2	3.8						
	SS.3	4.1						
	SS.4	4.2						
	SS.5	4.3						
	SS.7	4.4						
		4.5						
		4.6						
		4.7						
D.11	CA.1	1.3		CA/L/9-12/98/#	SC/LA/9-12/98/#		HP/LA/9-12/98/#	FA/LA/9-12/98/#
	CA.3	1.4						
	CA.4	1.5						
	CA.5	1.6						
	CA.6	1.7						
	CA.7	1.8						
	HP.1	1.9						
	HP.2	1.10						
	HP.3	2.1						
	HP.4	2.2						
	HP.5	2.3						
	HP.6	2.6						
	HP.7	2.7						
	MA.3	3.1						
	SC.1	3.2						
	SC.2	3.3						
	SC.3	3.4						
	SC.4	3.5						

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.7	3.6						
	SC.8	3.7						
	SS.2	3.8						
	SS.3	4.1						
	SS.4	4.2						
	SS.5	4.3						
	SS.7	4.4						
		4.5						
		4.6						
		4.7						
D.12	CA.1	1.3		CA/I.. / 9-12 / 98 / #	SC / I.A / 9-12 / 98 / #		HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	CA.3	1.4						
	CA.4	1.5						
	CA.5	1.6						
	CA.6	1.7						
	CA.7	1.8						
	HP.1	1.9						
	HP.2	1.10						
	HP.3	2.1						
	HP.4	2.2						
	HP.5	2.3						
	HP.6	2.6						
	HP.7	2.7						
	MA.3	3.1						
	SC.1	3.2						
	SC.2	3.3						
	SC.3	3.4						
	SC.4	3.5						
	SC.7	3.6						
	SC.8	3.7						
	SS.2	3.8						
	SS.3	4.1						
	SS.4	4.2						
	SS.5	4.3						
	SS.7	4.4						

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.5						
		4.6						
		4.7						
E.1	CA.1	1.2		CA / I.. / 9-12 / 1 / a	SC / I.A / 9-12 / 1 / a		HP / IV.B / 9-12 / 1 / a	
	CA.3	1.4		CA / III.. / 9-12 / 4 / *	SC / I.A / 9-12 / 2 / a		HP / IV.D / 9-12 / 3 / a	
	CA.6	1.5			SC / I.A / 9-12 / 3 / a		HP / V.C / 9-12 / 1 / *	
		1.7			SC / I.A / 9-12 / 4 / a			
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
E.2	CA.1	1.2		CA / I.. / 9-12 / 98 / #	SC / I.A / 9-12 / 98 / #		HP / I.A / 9-12 / 98 / #	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
E.3	CA.1	1.2		CA / I.. / 9-12 / 98 / #	SC / I.A / 9-12 / 98 / #		HP / I.A / 9-12 / 98 / #	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.1						
E.4	CA.1	1.2		CA / L. / 9-12 / 98 / #	SC / 1.A / 9-12 / 98 / #		HP / 1.A / 9-12 / 98 / #	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
E.5	CA.1	1.2		CA / L. / 9-12 / 98 / #	SC / 1.A / 9-12 / 98 / #		HP / 1.A / 9-12 / 98 / #	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
E.6	CA.1	1.2		CA / L. / 9-12 / 98 / #	SC / 1.A / 9-12 / 98 / #		HP / 1.A / 9-12 / 98 / #	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
E.7	CA.1	1.2		CA / 1.. / 9-12 / 98 / #	SC / 1.A / 9-12 / 98 / #		HP / 1.A / 9-12 / 98 / #	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
E.8	CA.1	1.2		CA / 1.. / 9-12 / 98 / #	SC / 1.A / 9-12 / 98 / #		HP / 1.A / 9-12 / 98 / #	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
E.9	CA.1	1.2		CA / 1.. / 9-12 / 98 / #	SC / 1.A / 9-12 / 98 / #		HP / 1.A / 9-12 / 98 / #	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
E.10	CA.1	1.2		CA / 1.. / 9-12 / 98 / #	SC / 1.A / 9-12 / 98 / #		HP / 1.A / 9-12 / 98 / #	
	CA.3	1.4						

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
 98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.6	1.5 1.7 1.10 2.1 2.2 2.3 2.6 2.7 4.1						
E.11	CA.1 CA.3 CA.6	1.2 1.4 1.5 1.7 1.10 2.1 2.2 2.3 2.6 2.7 4.1		CA / 1.. / 9-12 / 98 / #	SC / 1.A / 9-12 / 98 / #		HP / 1.A / 9-12 / 98 / #	
E.12	CA.1 CA.3 CA.6	1.2 1.4 1.5 1.7 1.10 2.1 2.2 2.3 2.6 2.7 4.1		CA / 1.. / 9-12 / 98 / #	SC / 1.A / 9-12 / 98 / #		HP / 1.A / 9-12 / 98 / #	
E.13	CA.1 CA.3 CA.6	1.2 1.4 1.5 1.7		CA / 1.. / 9-12 / 98 / #	SC / 1.A / 9-12 / 98 / #		HP / 1.A / 9-12 / 98 / #	

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
E 14	CA.1	1.2		CA/L/9-12/98/#	SC/LA/9-12/98/#		HP/LA/9-12/98/#	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
E 15	CA.1	1.2		CA/L/9-12/98/#	SC/LA/9-12/98/#		HP/LA/9-12/98/#	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
E 16	CA.1	1.2		CA/L/9-12/98/#	SC/LA/9-12/98/#		HP/LA/9-12/98/#	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
E.17	CA.1	1.2		CA / L / 9-12 / 98 / #	SC / I.A / 9-12 / 98 / #		HP / I.A / 9-12 / 98 / #	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
E.18	CA.1	1.2		CA / L / 9-12 / 98 / #	SC / I.A / 9-12 / 98 / #		HP / I.A / 9-12 / 98 / #	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
E.19	CA.1	1.2		CA / L / 9-12 / 98 / #	SC / I.A / 9-12 / 98 / #		HP / I.A / 9-12 / 98 / #	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.6						
		2.7						
		4.1						
E 20	CA.1	1.2		CA/L/9-12/98/#	SC/LA/9-12/98/#		HP/LA/9-12/98/#	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
E 21	CA.1	1.2		CA/L/9-12/98/#	SC/LA/9-12/98/#		HP/LA/9-12/98/#	
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		4.1						
E 22	CA.1	1.2		CA/L/9-12/98/#	SC/LA/9-12/98/#			
	CA.3	1.4						
	CA.6	1.5						
		1.7						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
4.1								
E 23	CA.1	1.1		CA/L./9-12/2/c	SC/LA/9-12/1/a	SS/LB/9-12/3/a	HP/IB/9-12/1/a	FA/VA/9-12/3/b
	CA.3	1.2		CA/IL./9-12/5/*	SC/LA/9-12/2/a	SS/LB/9-12/3/b	HP/IB/9-12/4/a	FA/VA/9-12/4/a
	CA.4	1.3		CA/IL./9-12/6/a	SC/LA/9-12/3/a	SS/LB/9-12/3/d	HP/IB/9-12/6/a	FA/IV.D/9-12/3/a
	CA.5	1.4		CA/III./9-12/1/a	SC/LA/9-12/4/a	SS/LB/9-12/3/k	HP/ILC/9-12/1/a	
	CA.6	1.5		CA/III./9-12/4/*	SC/LB/9-12/1/a			
	CA.7	1.6		CA/IV./9-12/1/e	SC/LB/9-12/2/a			
	HP.1	1.7			SC/LB/9-12/3/a			
	HP.2	1.8			SC/IIA/9-12/1/a			
	HP.3	1.9			SC/IIA/9-12/2/a			
	HP.4	1.10			SC/II.B/9-12/1/a			
	HP.5	2.1			SC/II.B/9-12/2/a			
	HP.6	2.2						
	HP.7	2.3						
	MA.2	2.6						
	SC.1	2.7						
	SC.2	3.1						
	SC.3	3.2						
	SC.4	3.3						
	SC.5	3.4						
	SC.6	3.5						
	SC.7	3.6						
	SC.8	3.7						
	SS.1	3.8						
	SS.2	4.1						
	SS.3	4.2						
	SS.4	4.3						
	SS.5	4.4						
	SS.6	4.5						
	SS.7	4.6						
		4.7						
		4.8						
F.1	CA.1	1.1	MA/L./9-12/3/d	CA/L./9-12/1/b	SC/LA/9-12/1/a		HP/LA/9-12/3/a	FA/IV.A/9-12/6/a
	CA.3	1.2	MA/L./9-12/4/d	CA/L./9-12/2/a	SC/LA/9-12/3/a		HP/LB/9-12/3/a	
	CA.4	1.3	MA/IL./9-12/1/c	CA/L./9-12/3/a	SC/LB/9-12/1/a		HP/IIA/9-12/1/a	

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.5	1.4	MA / II.. / 9-12 / 1 / d	CA / II.. / 9-12 / 5 / *	SC / II.A / 9-12 / 1 / a		HP / II.A / 9-12 / 2 / a	
	CA.6	1.5	MA / II.. / 9-12 / 1 / f	CA / III.. / 9-12 / 4 / e	SC / II.A / 9-12 / 2 / a		HP / II.A / 9-12 / 3 / a	
	CA.7	1.6	MA / II.. / 9-12 / 1 / g		SC / II.B / 9-12 / 2 / a		HP / II.B / 9-12 / 1 / a	
	HP.1	1.7	MA / II.. / 9-12 / 1 / h		SC / III.B / 9-12 / 1 / a		HP / II.B / 9-12 / 2 / a	
	HP.2	1.8	MA / II.. / 9-12 / 2 / c		SC / III.C / 9-12 / 1 / a		HP / II.B / 9-12 / 3 / a	
	HP.3	1.9	MA / II.. / 9-12 / 2 / d		SC / VII.B / 9-12 / 3 / a		HP / II.B / 9-12 / 4 / a	
	HP.5	1.10	MA / II.. / 9-12 / 2 / f				HP / II.B / 9-12 / 5 / a	
	HP.6	2.1	MA / II.. / 9-12 / 2 / g				HP / II.B / 9-12 / 6 / a	
	MA.1	2.2	MA / II.. / 9-12 / 2 / h				HP / II.B / 9-12 / 7 / a	
	MA.2	2.3	MA / II.. / 9-12 / 3 / c				HP / II.B / 9-12 / 8 / a	
	MA.3	2.6	MA / II.. / 9-12 / 3 / d				HP / III.D / 9-12 / 1 / a	
	MA.5	2.7	MA / II.. / 9-12 / 3 / f					
	MA.6	3.1	MA / II.. / 9-12 / 3 / g					
	SC.1	3.2	MA / II.. / 9-12 / 3 / h					
	SC.3	3.3	MA / II.. / 9-12 / 4 / c					
	SC.4	3.4	MA / II.. / 9-12 / 4 / d					
	SC.7	3.5	MA / II.. / 9-12 / 4 / f					
	SC.8	3.6	MA / II.. / 9-12 / 4 / g					
		3.7	MA / II.. / 9-12 / 4 / h					
		3.8	MA / III.. / 9-12 / 1 / c					
		4.1	MA / III.. / 9-12 / 1 / d					
		4.6	MA / III.. / 9-12 / 2 / c					
		4.7	MA / III.. / 9-12 / 2 / d					
			MA / III.. / 9-12 / 4 / c					
			MA / III.. / 9-12 / 4 / d					
			MA / III.. / 9-12 / 5 / c					
			MA / III.. / 9-12 / 5 / d					
			MA / IV.. / 9-12 / 1 / *					
			MA / IV.. / 9-12 / 2 / *					
			MA / IV.. / 9-12 / 3 / *					
			MA / V.. / 9-12 / 1 / a					
			MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / V... / 9-12 / 3 / c					
			MA / V... / 9-12 / 4 / a					
			MA / V... / 9-12 / 4 / c					
			MA / VI... / 9-12 / 1 / a					
			MA / VI... / 9-12 / 1 / c					
			MA / VI... / 9-12 / 2 / a					
			MA / VI... / 9-12 / 2 / c					
			MA / VI... / 9-12 / 3 / a					
			MA / VI... / 9-12 / 3 / c					
			MA / VII... / 9-12 / 3 / *					
			MA / VII... / 9-12 / 4 / *					
			MA / VII... / 9-12 / 5 / *					
			MA / VIII... / 9-12 / 1 / b					
			MA / VIII... / 9-12 / 2 / b					
			MA / X... / 9-12 / 1 / *					
			MA / X... / 9-12 / 2 / *					
			MA / X... / 9-12 / 3 / *					
			MA / X... / 9-12 / 4 / *					

F.2	CA.1	1.1	MA / I... / 9-12 / 98 / #	CA / I... / 9-12 / 98 / #	SC / I.A / 9-12 / 98 / #	HP / I.A / 9-12 / 98 / #	FA / IV.A / 9-12 / 6 / a
	CA.3	1.2					
	CA.4	1.3					
	CA.5	1.4					
	CA.6	1.5					
	CA.7	1.6					
	HP.1	1.7					
	HP.2	1.8					
	HP.3	1.9					
	HP.5	1.10					
	HP.6	2.1					
	MA.1	2.2					
	MA.2	2.3					
	MA.3	2.6					
	MA.5	2.7					
	MA.6	3.1					
	SC.1	3.2					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.3	3.3						
	SC.4	3.4						
	SC.7	3.5						
	SC.8	3.6						
		3.7						
		3.8						
		4.1						
		4.6						
		4.7						
F.3	CA.1	1.1	MA / I. / 9-12 / 98 / #	CA / I. / 9-12 / 98 / #	SC / I.A / 9-12 / 98 / #		HP / I.A / 9-12 / 98 / #	FA / I.V.A / 9-12 / 6 / a
	CA.3	1.2						
	CA.4	1.3						
	CA.5	1.4						
	CA.6	1.5						
	CA.7	1.6						
	HP.1	1.7						
	HP.2	1.8						
	HP.3	1.9						
	HP.5	1.10						
	HP.6	2.1						
	MA.1	2.2						
	MA.2	2.3						
	MA.3	2.6						
	MA.5	2.7						
	MA.6	3.1						
	SC.1	3.2						
	SC.3	3.3						
	SC.4	3.4						
	SC.7	3.5						
	SC.8	3.6						
		3.7						
		3.8						
		4.1						
		4.6						
		4.7						

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
F.4	CA.1	1.1	MA / L / 9-12 / 98 / #	CA / L / 9-12 / 98 / #	SC / I.A / 9-12 / 98 / #		HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	CA.3	1.2						
	CA.4	1.3						
	CA.5	1.4						
	CA.6	1.5						
	CA.7	1.6						
	HP.1	1.7						
	HP.2	1.8						
	HP.3	1.9						
	HP.5	1.10						
	HP.6	2.1						
	MA.1	2.2						
	MA.2	2.3						
	MA.3	2.6						
	MA.5	2.7						
	MA.6	3.1						
	SC.1	3.2						
	SC.3	3.3						
	SC.4	3.4						
	SC.7	3.5						
	SC.8	3.6						
		3.7						
		3.8						
		4.1						
		4.6						
		4.7						
G.1	CA.1	1.1	MA / L / 9-12 / 1 / *	CA / L / 9-12 / 1 / *	SC / I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / c		
	CA.3	1.2	MA / L / 9-12 / 2 / *	CA / L / 9-12 / 2 / *	SC / I.A / 9-12 / 2 / a	SS / I.A / 9-12 / 1 / e		
	CA.4	1.3	MA / L / 9-12 / 3 / *	CA / L / 9-12 / 3 / a	SC / I.A / 9-12 / 3 / a	SS / I.A / 9-12 / 1 / h		
	CA.5	1.4	MA / I.L / 9-12 / 1 / a	CA / I.L / 9-12 / 6 / a	SC / I.A / 9-12 / 4 / a	SS / I.A / 9-12 / 1 / l		
	CA.6	1.5	MA / I.L / 9-12 / 1 / b		SC / I.B / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / c		
	CA.7	1.6	MA / I.L / 9-12 / 1 / c		SC / I.B / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / e		
	HP.4	1.7	MA / I.L / 9-12 / 1 / d		SC / I.B / 9-12 / 3 / a	SS / I.A / 9-12 / 2 / h		
	MA.1	1.8	MA / I.L / 9-12 / 1 / g		SC / I.I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / l		
	MA.2	1.9	MA / I.L / 9-12 / 1 / h		SC / I.I.A / 9-12 / 2 / a	SS / I.A / 9-12 / 3 / c		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.3	1.10	MA.7II.. / 9-12 / 2 / a		SC / II.B / 9-12 / 1 / a	SS / IA / 9-12 / 3 / e		
	MA.4	2.1	MA.7II.. / 9-12 / 2 / b		SC / II.B / 9-12 / 2 / a	SS / IA / 9-12 / 3 / h		
	MA.5	2.2	MA / II.. / 9-12 / 2 / c		SC / II.C / 9-12 / 1 / a	SS / IA / 9-12 / 3 / i		
	MA.6	2.7	MA / II.. / 9-12 / 2 / d		SC / VIII.A / 9-12 / 2 / a	SS / IA / 9-12 / 4 / c		
	SC.7	3.1	MA.7II.. / 9-12 / 2 / g		SC / VIII.A / 9-12 / 2 / b	SS / IA / 9-12 / 4 / e		
	SC.8	3.2	MA.7II.. / 9-12 / 2 / h			SS / IA / 9-12 / 4 / h		
		3.3	MA / II.. / 9-12 / 4 / a			SS / IA / 9-12 / 4 / i		
		3.4	MA / II.. / 9-12 / 4 / b			SS / IB / 9-12 / 1 / *		
		3.5	MA / II.. / 9-12 / 4 / c			SS / IB / 9-12 / 3 / *		
		3.6	MA / II.. / 9-12 / 4 / d			SS / IC / 9-12 / 1 / c		
		3.7	MA / II.. / 9-12 / 4 / g			SS / IC / 9-12 / 1 / d		
		3.8	MA / II.. / 9-12 / 4 / h			SS / IC / 9-12 / 1 / h		
		4.1	MA / III.. / 9-12 / 1 / b			SS / IC / 9-12 / 5 / c		
		4.4	MA / III.. / 9-12 / 1 / c			SS / IC / 9-12 / 5 / d		
		4.6	MA / III.. / 9-12 / 1 / d			SS / IC / 9-12 / 5 / h		
		4.7	MA / III.. / 9-12 / 2 / b			SS / ID / 9-12 / 4 / c		
		4.8	MA / III.. / 9-12 / 2 / c					
			MA / III.. / 9-12 / 2 / d					
			MA / III.. / 9-12 / 4 / b					
			MA / III.. / 9-12 / 4 / c					
			MA / III.. / 9-12 / 4 / d					
			MA / III.. / 9-12 / 5 / b					
			MA / III.. / 9-12 / 5 / c					
			MA / III.. / 9-12 / 5 / d					
			MA / IV.. / 9-12 / 1 / d					
			MA / IV.. / 9-12 / 2 / d					
			MA / IV.. / 9-12 / 3 / d					
			MA / V.. / 9-12 / 1 / a					
			MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
G.2	CA.1	1.1	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 1 / *	SC / I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / c		
	CA.3	1.2	MA / I.. / 9-12 / 2 / *	CA / I.. / 9-12 / 2 / *	SC / I.A / 9-12 / 2 / a	SS / I.A / 9-12 / 1 / e		
	CA.4	1.3	MA / I.. / 9-12 / 3 / *	CA / I.. / 9-12 / 3 / a	SC / I.A / 9-12 / 3 / a	SS / I.A / 9-12 / 1 / h		
	CA.5	1.4	MA / II.. / 9-12 / 1 / a	CA / II.. / 9-12 / 6 / a	SC / I.A / 9-12 / 4 / a	SS / I.A / 9-12 / 1 / i		
	CA.6	1.5	MA / II.. / 9-12 / 1 / b		SC / I.B / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / c		
	CA.7	1.6	MA / II.. / 9-12 / 1 / c		SC / I.B / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / e		
	HP.4	1.7	MA / II.. / 9-12 / 1 / d		SC / I.B / 9-12 / 3 / a	SS / I.A / 9-12 / 2 / h		
	MA.1	1.8	MA / II.. / 9-12 / 1 / g		SC / II.A / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / l		
	MA.2	1.9	MA / II.. / 9-12 / 1 / h		SC / II.A / 9-12 / 2 / a	SS / I.A / 9-12 / 3 / c		
	MA.3	1.10	MA / II.. / 9-12 / 2 / a		SC / II.B / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / e		
	MA.4	2.1	MA / II.. / 9-12 / 2 / b		SC / II.B / 9-12 / 2 / a	SS / I.A / 9-12 / 3 / h		
	MA.5	2.2	MA / II.. / 9-12 / 2 / c		SC / II.C / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / i		
	MA.6	2.7	MA / II.. / 9-12 / 2 / d		SC / VIII.A / 9-12 / 2 / a	SS / I.A / 9-12 / 4 / c		
	SC.7	3.1	MA / II.. / 9-12 / 2 / g		SC / VIII.A / 9-12 / 2 / b	SS / I.A / 9-12 / 4 / e		
	SC.8	3.2	MA / II.. / 9-12 / 2 / h			SS / I.A / 9-12 / 4 / h		
		3.3	MA / II.. / 9-12 / 4 / a			SS / I.A / 9-12 / 4 / l		
		3.4	MA / II.. / 9-12 / 4 / b			SS / I.B / 9-12 / 1 / *		
		3.5	MA / II.. / 9-12 / 4 / c			SS / I.B / 9-12 / 3 / *		
		3.6	MA / II.. / 9-12 / 4 / d			SS / I.C / 9-12 / 1 / c		
		3.7	MA / II.. / 9-12 / 4 / g			SS / I.C / 9-12 / 1 / d		
		3.8	MA / II.. / 9-12 / 4 / h			SS / I.C / 9-12 / 1 / h		
		4.1	MA / III.. / 9-12 / 1 / b			SS / I.C / 9-12 / 5 / c		
		4.4	MA / III.. / 9-12 / 1 / c			SS / I.C / 9-12 / 5 / d		
		4.6	MA / III.. / 9-12 / 1 / d			SS / I.C / 9-12 / 5 / h		
		4.7	MA / III.. / 9-12 / 2 / b			SS / I.D / 9-12 / 4 / c		
		4.8	MA / III.. / 9-12 / 2 / c					
			MA / III.. / 9-12 / 2 / d					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / III.. / 9-12 / 4 / b					
			MA / III.. / 9-12 / 4 / c					
			MA / III.. / 9-12 / 4 / d					
			MA / III.. / 9-12 / 5 / b					
			MA / III.. / 9-12 / 5 / c					
			MA / III.. / 9-12 / 5 / d					
			MA / IV.. / 9-12 / 1 / d					
			MA / IV.. / 9-12 / 2 / d					
			MA / IV.. / 9-12 / 3 / d					
			MA / V.. / 9-12 / 1 / a					
			MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
G.3	CA.1	1.4	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 1 / c	SC / I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / c	HP / II.A / 9-12 / 1 / a	FA / IV.A / 9-12 / 2 / a
	CA.5	1.5	MA / I.. / 9-12 / 2 / *	CA / I.. / 9-12 / 3 / b	SC / I.A / 9-12 / 3 / a	SS / I.A / 9-12 / 1 / e	HP / II.A / 9-12 / 3 / a	
	CA.6	1.6	MA / I.. / 9-12 / 3 / *		SC / I.A / 9-12 / 4 / a	SS / I.A / 9-12 / 1 / h		
	FA.1	1.7	MA / II.. / 9-12 / 1 / a		SC / II.B / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / i		
	FA.2	1.8	MA / II.. / 9-12 / 1 / b		SC / II.A / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / c		
	FA.5	1.10	MA / II.. / 9-12 / 1 / c		SC / II.A / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / e		
	HP.1	2.1	MA / II.. / 9-12 / 1 / d		SC / II.B / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / h		
	HP.2	2.2	MA / II.. / 9-12 / 1 / g		SC / II.B / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / i		
	HP.3	2.3	MA / II.. / 9-12 / 1 / h		SC / II.C / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / c		
	HP.4	2.5	MA / II.. / 9-12 / 2 / a		SC / III.B / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / e		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.5	2.6	MA / II.. / 9-12 / 2 / b		SC / III.B / 9-12 / 2 / a	SS / I.A / 9-12 / 3 / h		
	HP.6	2.7	MA / II.. / 9-12 / 2 / c		SC / III.B / 9-12 / 3 / a	SS / I.A / 9-12 / 3 / i		
	HP.7	3.1	MA / II.. / 9-12 / 2 / d		SC / III.B / 9-12 / 4 / a	SS / I.A / 9-12 / 4 / c		
	MA.1	3.2	MA / II.. / 9-12 / 2 / g		SC / IV.B / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / e		
	MA.2	3.3	MA / II.. / 9-12 / 2 / h		SC / IV.C / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / h		
	MA.3	3.4	MA / II.. / 9-12 / 4 / a		SC / VII.A / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / i		
	MA.5	3.5	MA / II.. / 9-12 / 4 / b		SC / VII.A / 9-12 / 2 / a	SS / I.B / 9-12 / 1 / *		
	MA.6	3.6	MA / II.. / 9-12 / 4 / c		SC / VII.B / 9-12 / 3 / a	SS / I.B / 9-12 / 3 / *		
	SC.1	3.7	MA / II.. / 9-12 / 4 / d		SC / VII.C / 9-12 / 2 / a	SS / I.C / 9-12 / 1 / c		
	SC.2	3.8	MA / II.. / 9-12 / 4 / g			SS / I.C / 9-12 / 1 / d		
	SC.3	4.1	MA / II.. / 9-12 / 4 / h			SS / I.C / 9-12 / 1 / h		
	SC.4	4.5	MA / III.. / 9-12 / 1 / b			SS / I.C / 9-12 / 5 / c		
	SC.7	4.7	MA / III.. / 9-12 / 1 / c			SS / I.C / 9-12 / 5 / d		
	SC.8	4.8	MA / III.. / 9-12 / 1 / d			SS / I.C / 9-12 / 5 / h		
	SS.4		MA / III.. / 9-12 / 2 / b			SS / I.D / 9-12 / 4 / c		
			MA / III.. / 9-12 / 2 / c					
			MA / III.. / 9-12 / 2 / d					
			MA / III.. / 9-12 / 4 / b					
			MA / III.. / 9-12 / 4 / c					
			MA / III.. / 9-12 / 4 / d					
			MA / III.. / 9-12 / 5 / b					
			MA / III.. / 9-12 / 5 / c					
			MA / III.. / 9-12 / 5 / d					
			MA / IV.. / 9-12 / 1 / d					
			MA / IV.. / 9-12 / 2 / d					
			MA / IV.. / 9-12 / 3 / d					
			MA / V.. / 9-12 / 1 / a					
			MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
G.4	CA.1	1.4	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 1 / c	SC / I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / c	HP / II.A / 9-12 / 1 / a	FA / IV.A / 9-12 / 2 / a
	CA.5	1.5	MA / I.. / 9-12 / 2 / *	CA / I.. / 9-12 / 3 / b	SC / I.A / 9-12 / 3 / a	SS / I.A / 9-12 / 1 / e	HP / II.A / 9-12 / 3 / a	
	CA.6	1.6	MA / I.. / 9-12 / 3 / *		SC / I.A / 9-12 / 4 / a	SS / I.A / 9-12 / 1 / h		
	FA.1	1.7	MA / II.. / 9-12 / 1 / a		SC / I.B / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / i		
	FA.2	1.8	MA / II.. / 9-12 / 1 / b		SC / II.A / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / c		
	FA.5	1.10	MA / II.. / 9-12 / 1 / c		SC / II.A / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / e		
	HP.1	2.1	MA / II.. / 9-12 / 1 / d		SC / II.B / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / h		
	HP.2	2.2	MA / II.. / 9-12 / 1 / g		SC / II.B / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / i		
	HP.3	2.3	MA / II.. / 9-12 / 1 / h		SC / II.C / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / c		
	HP.4	2.5	MA / II.. / 9-12 / 2 / a		SC / III.B / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / e		
	HP.5	2.6	MA / II.. / 9-12 / 2 / b		SC / III.B / 9-12 / 2 / a	SS / I.A / 9-12 / 3 / h		
	HP.6	2.7	MA / II.. / 9-12 / 2 / c		SC / III.B / 9-12 / 3 / a	SS / I.A / 9-12 / 3 / i		
	HP.7	3.1	MA / II.. / 9-12 / 2 / d		SC / III.B / 9-12 / 4 / a	SS / I.A / 9-12 / 4 / c		
	MA.1	3.2	MA / II.. / 9-12 / 2 / g		SC / IV.B / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / e		
	MA.2	3.3	MA / II.. / 9-12 / 2 / h		SC / IV.C / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / h		
	MA.3	3.4	MA / II.. / 9-12 / 4 / a		SC / VII.A / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / i		
	MA.5	3.5	MA / II.. / 9-12 / 4 / b		SC / VII.A / 9-12 / 2 / a	SS / I.B / 9-12 / 1 / *		
	MA.6	3.6	MA / II.. / 9-12 / 4 / c		SC / VII.B / 9-12 / 3 / a	SS / I.B / 9-12 / 3 / *		
	SC.1	3.7	MA / II.. / 9-12 / 4 / d		SC / VII.C / 9-12 / 2 / a	SS / I.C / 9-12 / 1 / c		
	SC.2	3.8	MA / II.. / 9-12 / 4 / g			SS / I.C / 9-12 / 1 / d		
	SC.3	4.1	MA / II.. / 9-12 / 4 / h			SS / I.C / 9-12 / 1 / h		
	SC.4	4.5	MA / III.. / 9-12 / 1 / b			SS / I.C / 9-12 / 5 / c		
	SC.7	4.7	MA / III.. / 9-12 / 1 / c			SS / I.C / 9-12 / 5 / d		
	SC.8	4.8	MA / III.. / 9-12 / 1 / d			SS / I.C / 9-12 / 5 / h		
	SS.4		MA / III.. / 9-12 / 2 / b			SS / I.D / 9-12 / 4 / c		
			MA / III.. / 9-12 / 2 / c					
			MA / III.. / 9-12 / 2 / d					
			MA / III.. / 9-12 / 4 / b					

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
 98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / III.. / 9-12 / 4 / c					
			MA / III.. / 9-12 / 4 / d					
			MA / III.. / 9-12 / 5 / b					
			MA / III.. / 9-12 / 5 / c					
			MA / III.. / 9-12 / 5 / d					
			MA / IV.. / 9-12 / 1 / d					
			MA / IV.. / 9-12 / 2 / d					
			MA / IV.. / 9-12 / 3 / d					
			MA / V.. / 9-12 / 1 / a					
			MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
G 5	CA.1	1.4	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 1 / c	SC / I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / c	HP / II.A / 9-12 / 1 / a	FA / IV.A / 9-12 / 2 / a
	CA.5	1.5	MA / I.. / 9-12 / 2 / *	CA / I.. / 9-12 / 3 / b	SC / I.A / 9-12 / 3 / a	SS / I.A / 9-12 / 1 / e	HP / II.A / 9-12 / 3 / a	
	CA.6	1.6	MA / I.. / 9-12 / 3 / *		SC / I.A / 9-12 / 4 / a	SS / I.A / 9-12 / 1 / h		
	FA.1	1.7	MA / II.. / 9-12 / 1 / a		SC / I.B / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / i		
	FA.2	1.8	MA / II.. / 9-12 / 1 / b		SC / II.A / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / c		
	FA.5	1.10	MA / II.. / 9-12 / 1 / c		SC / II.A / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / e		
	HP.1	2.1	MA / II.. / 9-12 / 1 / d		SC / II.B / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / h		
	HP.2	2.2	MA / II.. / 9-12 / 1 / g		SC / II.B / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / i		
	HP.3	2.3	MA / II.. / 9-12 / 1 / h		SC / II.C / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / c		
	HP.4	2.5	MA / II.. / 9-12 / 2 / a		SC / III.B / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / e		
	HP.5	2.6	MA / II.. / 9-12 / 2 / b		SC / III.B / 9-12 / 2 / a	SS / I.A / 9-12 / 3 / h		

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.6	2.7	MA / II.. / 9-12 / 2 / c		SC / III.B / 9-12 / 3 / a	SS / I.A / 9-12 / 3 / l		
	HP.7	3.1	MA / II.. / 9-12 / 2 / d		SC / III.B / 9-12 / 4 / a	SS / I.A / 9-12 / 4 / c		
	MA.1	3.2	MA / II.. / 9-12 / 2 / g		SC / IV.B / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / e		
	MA.2	3.3	MA / II.. / 9-12 / 2 / h		SC / IV.C / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / h		
	MA.3	3.4	MA / II.. / 9-12 / 4 / a		SC / VII.A / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / l		
	MA.5	3.5	MA / II.. / 9-12 / 4 / b		SC / VII.A / 9-12 / 2 / a	SS / I.B / 9-12 / 1 / *		
	MA.6	3.6	MA / II.. / 9-12 / 4 / c		SC / VII.B / 9-12 / 3 / a	SS / I.B / 9-12 / 3 / *		
	SC.1	3.7	MA / II.. / 9-12 / 4 / d		SC / VII.C / 9-12 / 2 / a	SS / I.C / 9-12 / 1 / c		
	SC.2	3.8	MA / II.. / 9-12 / 4 / g			SS / I.C / 9-12 / 1 / d		
	SC.3	4.1	MA / II.. / 9-12 / 4 / h			SS / I.C / 9-12 / 1 / h		
	SC.4	4.5	MA / III.. / 9-12 / 1 / b			SS / I.C / 9-12 / 5 / c		
	SC.7	4.7	MA / III.. / 9-12 / 1 / c			SS / I.C / 9-12 / 5 / d		
	SC.8	4.8	MA / III.. / 9-12 / 1 / d			SS / I.C / 9-12 / 5 / h		
	SS.4		MA / III.. / 9-12 / 2 / b			SS / I.D / 9-12 / 4 / c		
			MA / III.. / 9-12 / 2 / c					
			MA / III.. / 9-12 / 2 / d					
			MA / III.. / 9-12 / 4 / b					
			MA / III.. / 9-12 / 4 / c					
			MA / III.. / 9-12 / 4 / d					
			MA / III.. / 9-12 / 5 / b					
			MA / III.. / 9-12 / 5 / c					
			MA / III.. / 9-12 / 5 / d					
			MA / IV.. / 9-12 / 1 / d					
			MA / IV.. / 9-12 / 2 / d					
			MA / IV.. / 9-12 / 3 / d					
			MA / V.. / 9-12 / 1 / a					
			MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/VII.. /9-12/3/* MA/VII.. /9-12/4/* MA/VII.. /9-12/5/* MA/IX.. /9-12/2/b MA/IX.. /9-12/2/c MA/X.. /9-12/4/*					
G.6	CA.1	1.4	MA/I.. /9-12/1/*	CA/I.. /9-12/1/c	SC/I.A/9-12/1/a	SS/I.A/9-12/1/c	HP/II.A/9-12/1/a	FA/IV.A/9-12/2/a
	CA.5	1.5	MA/I.. /9-12/2/*	CA/I.. /9-12/3/b	SC/I.A/9-12/3/a	SS/I.A/9-12/1/e	HP/II.A/9-12/3/a	
	CA.6	1.6	MA/I.. /9-12/3/*		SC/I.A/9-12/4/a	SS/I.A/9-12/1/h		
	FA.1	1.7	MA/II.. /9-12/1/a		SC/II.B/9-12/1/a	SS/I.A/9-12/1/i		
	FA.2	1.8	MA/II.. /9-12/1/b		SC/II.A/9-12/1/a	SS/I.A/9-12/2/c		
	FA.5	1.10	MA/II.. /9-12/1/c		SC/II.A/9-12/2/a	SS/I.A/9-12/2/e		
	HP.1	2.1	MA/II.. /9-12/1/d		SC/II.B/9-12/1/a	SS/I.A/9-12/2/h		
	HP.2	2.2	MA/II.. /9-12/1/g		SC/II.B/9-12/2/a	SS/I.A/9-12/2/i		
	HP.3	2.3	MA/II.. /9-12/1/h		SC/II.C/9-12/1/a	SS/I.A/9-12/3/c		
	HP.4	2.5	MA/II.. /9-12/2/a		SC/III.B/9-12/1/a	SS/I.A/9-12/3/e		
	HP.5	2.6	MA/II.. /9-12/2/b		SC/III.B/9-12/2/a	SS/I.A/9-12/3/h		
	HP.6	2.7	MA/II.. /9-12/2/c		SC/III.B/9-12/3/a	SS/I.A/9-12/3/i		
	HP.7	3.1	MA/II.. /9-12/2/d		SC/III.B/9-12/4/a	SS/I.A/9-12/4/c		
	MA.1	3.2	MA/II.. /9-12/2/g		SC/IV.B/9-12/1/a	SS/I.A/9-12/4/e		
	MA.2	3.3	MA/II.. /9-12/2/h		SC/IV.C/9-12/1/a	SS/I.A/9-12/4/h		
	MA.3	3.4	MA/II.. /9-12/4/a		SC/VII.A/9-12/1/a	SS/I.A/9-12/4/i		
	MA.5	3.5	MA/II.. /9-12/4/b		SC/VII.A/9-12/2/a	SS/II.B/9-12/1/*		
	MA.6	3.6	MA/II.. /9-12/4/c		SC/VII.B/9-12/3/a	SS/II.B/9-12/3/*		
	SC.1	3.7	MA/II.. /9-12/4/d		SC/VII.C/9-12/2/a	SS/II.C/9-12/1/c		
	SC.2	3.8	MA/II.. /9-12/4/g			SS/II.C/9-12/1/d		
	SC.3	4.1	MA/II.. /9-12/4/h			SS/II.C/9-12/1/h		
	SC.4	4.5	MA/III.. /9-12/1/b			SS/II.C/9-12/5/c		
	SC.7	4.7	MA/III.. /9-12/1/c			SS/II.C/9-12/5/d		
	SC.8	4.8	MA/III.. /9-12/1/d			SS/II.C/9-12/5/h		
	SS.4		MA/III.. /9-12/2/b MA/III.. /9-12/2/c MA/III.. /9-12/2/d MA/III.. /9-12/4/b MA/III.. /9-12/4/c			SS/II.D/9-12/4/c		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/III.. /9-12 /4 /d					
			MA/III.. /9-12 /5 /b					
			MA/III.. /9-12 /5 /c					
			MA/III.. /9-12 /5 /d					
			MA/IV.. /9-12 /1 /d					
			MA/IV.. /9-12 /2 /d					
			MA/IV.. /9-12 /3 /d					
			MA/V.. /9-12 /1 /a					
			MA/V.. /9-12 /1 /c					
			MA/V.. /9-12 /2 /a					
			MA/V.. /9-12 /2 /c					
			MA/V.. /9-12 /3 /a					
			MA/V.. /9-12 /3 /c					
			MA/V.. /9-12 /4 /a					
			MA/V.. /9-12 /4 /c					
			MA/VII.. /9-12 /1 /*					
			MA/VII.. /9-12 /2 /*					
			MA/VII.. /9-12 /3 /*					
			MA/VII.. /9-12 /4 /*					
			MA/VII.. /9-12 /5 /*					
			MA/IX.. /9-12 /2 /b					
			MA/IX.. /9-12 /2 /c					
			MA/X.. /9-12 /4 /*					
G.7	CA.1	1.4	MA/L.. /9-12 /1 /*	CA/L.. /9-12 /1 /c	SC/LA/9-12 /1 /a	SS/LA/9-12 /1 /c	HP/II.A/9-12 /1 /a	FA/IVA/9-12 /2 /a
	CA.5	1.5	MA/L.. /9-12 /2 /*	CA/L.. /9-12 /3 /b	SC/LA/9-12 /3 /a	SS/LA/9-12 /1 /e	HP/II.A/9-12 /3 /a	
	CA.6	1.6	MA/L.. /9-12 /3 /*		SC/LA/9-12 /4 /a	SS/LA/9-12 /1 /h		
	FA.1	1.7	MA/II.. /9-12 /1 /a		SC/IB/9-12 /1 /a	SS/LA/9-12 /1 /i		
	FA.2	1.8	MA/II.. /9-12 /1 /b		SC/II.A/9-12 /1 /a	SS/LA/9-12 /2 /c		
	FA.5	1.10	MA/II.. /9-12 /1 /c		SC/II.A/9-12 /2 /a	SS/LA/9-12 /2 /e		
	HP.1	2.1	MA/II.. /9-12 /1 /d		SC/II.B/9-12 /1 /a	SS/LA/9-12 /2 /h		
	HP.2	2.2	MA/II.. /9-12 /1 /g		SC/II.B/9-12 /2 /a	SS/LA/9-12 /2 /i		
	HP.3	2.3	MA/II.. /9-12 /1 /h		SC/II.C/9-12 /1 /a	SS/LA/9-12 /3 /c		
	HP.4	2.5	MA/II.. /9-12 /2 /a		SC/III.B/9-12 /1 /a	SS/LA/9-12 /3 /e		
	HP.5	2.6	MA/II.. /9-12 /2 /b		SC/III.B/9-12 /2 /a	SS/LA/9-12 /3 /h		
	HP.6	2.7	MA/II.. /9-12 /2 /c		SC/III.B/9-12 /3 /a	SS/LA/9-12 /3 /i		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.7	3.1	MA/II../9-12/2/d		SC/III.B/9-12/4/a	SS/IA/9-12/4/c		
	MA.1	3.2	MA/II../9-12/2/g		SC/IV.B/9-12/1/a	SS/IA/9-12/4/e		
	MA.2	3.3	MA/II../9-12/2/h		SC/IV.C/9-12/1/a	SS/IA/9-12/4/h		
	MA.3	3.4	MA/II../9-12/4/a		SC/VII.A/9-12/1/a	SS/IA/9-12/4/i		
	MA.5	3.5	MA/II../9-12/4/b		SC/VII.A/9-12/2/a	SS/IB/9-12/1/*		
	MA.6	3.6	MA/II../9-12/4/c		SC/VII.B/9-12/3/a	SS/IB/9-12/3/*		
	SC.1	3.7	MA/II../9-12/4/d		SC/VII.C/9-12/2/a	SS/IC/9-12/1/c		
	SC.2	3.8	MA/II../9-12/4/g			SS/IC/9-12/1/d		
	SC.3	4.1	MA/II../9-12/4/h			SS/IC/9-12/1/h		
	SC.4	4.5	MA/III../9-12/1/b			SS/IC/9-12/5/c		
	SC.7	4.7	MA/III../9-12/1/c			SS/IC/9-12/5/d		
	SC.8	4.8	MA/III../9-12/1/d			SS/IC/9-12/5/h		
	SS.4		MA/III../9-12/2/b			SS/ID/9-12/4/c		
			MA/III../9-12/2/c					
			MA/III../9-12/2/d					
			MA/III../9-12/4/b					
			MA/III../9-12/4/c					
			MA/III../9-12/4/d					
			MA/III../9-12/5/b					
			MA/III../9-12/5/c					
			MA/III../9-12/5/d					
			MA/IV../9-12/1/d					
			MA/IV../9-12/2/d					
			MA/IV../9-12/3/d					
			MA/V../9-12/1/a					
			MA/V../9-12/1/c					
			MA/V../9-12/2/a					
			MA/V../9-12/2/c					
			MA/V../9-12/3/a					
			MA/V../9-12/3/c					
			MA/V../9-12/4/a					
			MA/V../9-12/4/c					
			MA/VII../9-12/1/*					
			MA/VII../9-12/2/*					
			MA/VII../9-12/3/*					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
G.8	CA.1	1.1	MA / I.. / 9-12 / 3 / d	CA / I.. / 9-12 / 1 / *	SC / I.A / 9-12 / 1 / a	SS / II.A / 9-12 / 4 / c	HP / II.B / 9-12 / 4 / a	FA / IV.A / 9-12 / 3 / b
	CA.3	1.2	MA / I.. / 9-12 / 4 / d	CA / I.. / 9-12 / 2 / c	SC / I.A / 9-12 / 2 / a	SS / II.A / 9-12 / 4 / h	HP / II.B / 9-12 / 8 / a	
	CA.4	1.3	MA / II.. / 9-12 / 1 / c	CA / I.. / 9-12 / 3 / *	SC / I.A / 9-12 / 3 / a	SS / II.B / 9-12 / 1 / c	HP / III.A / 9-12 / 9 / a	
	CA.5	1.4	MA / II.. / 9-12 / 1 / d	CA / II.. / 9-12 / 5 / a	SC / I.A / 9-12 / 4 / a	SS / II.B / 9-12 / 1 / d		
	CA.6	1.5	MA / II.. / 9-12 / 1 / f	CA / II.. / 9-12 / 5 / c		SS / II.B / 9-12 / 1 / e		
	CA.7	1.6	MA / II.. / 9-12 / 1 / g	CA / II.. / 9-12 / 6 / a		SS / II.B / 9-12 / 1 / f		
	HP.1	1.7	MA / II.. / 9-12 / 1 / h	CA / II.. / 9-12 / 6 / b		SS / II.B / 9-12 / 1 / g		
	HP.2	1.8	MA / II.. / 9-12 / 2 / c			SS / II.B / 9-12 / 1 / h		
	HP.3	1.9	MA / II.. / 9-12 / 2 / d			SS / II.B / 9-12 / 1 / i		
	HP.4	1.10	MA / II.. / 9-12 / 2 / f			SS / II.B / 9-12 / 1 / j		
	HP.5	2.1	MA / II.. / 9-12 / 2 / g			SS / II.B / 9-12 / 1 / k		
	HP.6	2.2	MA / II.. / 9-12 / 2 / h			SS / II.B / 9-12 / 1 / l		
	HP.7	2.3	MA / II.. / 9-12 / 3 / c			SS / II.B / 9-12 / 1 / m		
	MA.1	2.7	MA / II.. / 9-12 / 3 / d			SS / II.B / 9-12 / 1 / n		
	MA.2	3.1	MA / II.. / 9-12 / 3 / f			SS / II.B / 9-12 / 1 / o		
	MA.3	3.2	MA / II.. / 9-12 / 3 / g			SS / II.B / 9-12 / 3 / c		
	MA.5	3.3	MA / II.. / 9-12 / 3 / h			SS / II.B / 9-12 / 3 / d		
	MA.6	3.4	MA / II.. / 9-12 / 4 / c			SS / II.B / 9-12 / 3 / e		
	SC.1	3.5	MA / II.. / 9-12 / 4 / d			SS / II.B / 9-12 / 3 / f		
	SC.2	3.6	MA / II.. / 9-12 / 4 / f			SS / II.B / 9-12 / 3 / g		
	SC.3	3.7	MA / II.. / 9-12 / 4 / g			SS / II.B / 9-12 / 3 / h		
	SC.4	3.8	MA / II.. / 9-12 / 4 / h			SS / II.B / 9-12 / 3 / i		
	SC.7	4.1	MA / III.. / 9-12 / 1 / c			SS / II.B / 9-12 / 3 / j		
	SC.8	4.3	MA / III.. / 9-12 / 1 / d			SS / II.B / 9-12 / 3 / k		
	SS.3	4.4	MA / III.. / 9-12 / 2 / c			SS / II.B / 9-12 / 3 / l		
	SS.4	4.5	MA / III.. / 9-12 / 2 / d			SS / II.B / 9-12 / 3 / m		
	SS.5	4.6	MA / III.. / 9-12 / 4 / c			SS / II.B / 9-12 / 3 / n		
	SS.6	4.7	MA / III.. / 9-12 / 4 / d			SS / II.B / 9-12 / 3 / o		
	SS.7	4.8	MA / III.. / 9-12 / 5 / c			SS / II.B / 9-12 / 4 / c		
			MA / III.. / 9-12 / 5 / d			SS / II.B / 9-12 / 4 / d		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/IV../9-12/1/*			SS/II.B/9-12/4/e		
			MA/IV../9-12/2/*			SS/II.B/9-12/4/f		
			MA/IV../9-12/3/*			SS/II.B/9-12/4/g		
			MA/V../9-12/1/a			SS/II.B/9-12/4/h		
			MA/V../9-12/1/c			SS/II.B/9-12/4/i		
			MA/V../9-12/2/a			SS/II.B/9-12/4/j		
			MA/V../9-12/2/c			SS/II.B/9-12/4/k		
			MA/V../9-12/3/a			SS/II.B/9-12/4/l		
			MA/V../9-12/3/c			SS/II.B/9-12/4/m		
			MA/V../9-12/4/a			SS/II.B/9-12/4/n		
			MA/V../9-12/4/c			SS/II.B/9-12/4/o		
			MA/VI../9-12/1/a			SS/II.B/9-12/5/c		
			MA/VI../9-12/1/c			SS/II.B/9-12/5/d		
			MA/VI../9-12/2/a			SS/II.B/9-12/5/e		
			MA/VI../9-12/2/c			SS/II.B/9-12/5/f		
			MA/VI../9-12/3/a			SS/II.B/9-12/5/g		
			MA/VI../9-12/3/c			SS/II.B/9-12/5/h		
			MA/VII../9-12/3/*			SS/II.B/9-12/5/i		
			MA/VII../9-12/4/*			SS/II.B/9-12/5/j		
			MA/VII../9-12/5/*			SS/II.B/9-12/5/k		
			MA/VIII../9-12/1/b			SS/II.B/9-12/5/l		
			MA/VIII../9-12/2/b			SS/II.B/9-12/5/m		
			MA/X../9-12/1/*			SS/II.B/9-12/5/n		
			MA/X../9-12/2/*			SS/II.B/9-12/5/o		
			MA/X../9-12/3/*			SS/II.B/9-12/7/c		
			MA/X../9-12/4/*			SS/II.B/9-12/7/d		
						SS/II.B/9-12/7/e		
						SS/II.B/9-12/7/f		
						SS/II.B/9-12/7/g		
						SS/II.B/9-12/7/h		
						SS/II.B/9-12/7/i		
						SS/II.B/9-12/7/j		
						SS/II.B/9-12/7/k		
						SS/II.B/9-12/7/l		
						SS/II.B/9-12/7/m		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/II.B/9-12/7/n		
						SS/II.B/9-12/7/o		
						SS/II.C/9-12/1/c		
						SS/II.C/9-12/1/d		
						SS/II.C/9-12/1/e		
						SS/II.C/9-12/1/g		
						SS/II.C/9-12/1/h		
						SS/II.C/9-12/6/c		
						SS/II.C/9-12/6/d		
						SS/II.C/9-12/6/e		
						SS/II.C/9-12/6/g		
						SS/II.C/9-12/6/h		
						SS/II.D/9-12/2/c		
						SS/II.D/9-12/2/d		
						SS/II.D/9-12/2/e		
						SS/II.D/9-12/2/k		
						SS/II.D/9-12/2/l		
						SS/II.D/9-12/3/c		
						SS/II.D/9-12/3/d		
						SS/II.D/9-12/3/e		
						SS/II.D/9-12/3/k		
						SS/II.D/9-12/3/l		
						SS/III.A/9-12/4/c		
						SS/III.A/9-12/4/p		
G 9	CA.1	1.4	MA/I../9-12/1/*	CA/I../9-12/1/c	SC/IA/9-12/1/a	SS/IA/9-12/1/c	HP/II.A/9-12/1/a	FA/IVA/9-12/2/a
	CA.5	1.5	MA/I../9-12/2/*	CA/I../9-12/3/b	SC/IA/9-12/3/a	SS/IA/9-12/1/e	HP/II.A/9-12/3/a	
	CA.6	1.6	MA/I../9-12/3/*		SC/IA/9-12/4/a	SS/IA/9-12/1/h		
	FA.1	1.7	MA/II../9-12/1/a		SC/IB/9-12/1/a	SS/IA/9-12/1/l		
	FA.2	1.8	MA/II../9-12/1/b		SC/II.A/9-12/1/a	SS/IA/9-12/2/c		
	FA.5	1.10	MA/II../9-12/1/c		SC/II.A/9-12/2/a	SS/IA/9-12/2/e		
	HP.1	2.1	MA/II../9-12/1/d		SC/II.B/9-12/1/a	SS/IA/9-12/2/h		
	HP.2	2.2	MA/II../9-12/1/g		SC/II.B/9-12/2/a	SS/IA/9-12/2/l		
	HP.3	2.3	MA/II../9-12/1/h		SC/II.C/9-12/1/a	SS/IA/9-12/3/c		
	HP.4	2.5	MA/II../9-12/2/a		SC/III.B/9-12/1/a	SS/IA/9-12/3/e		
	HP.5	2.6	MA/II../9-12/2/b		SC/III.B/9-12/2/a	SS/IA/9-12/3/h		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.6	2.7	MA/II.. /9-12 /2 /c		SC /III B /9-12 /3 /a	SS /IA /9-12 /3 /l		
	HP.7	3.1	MA /II.. /9-12 /2 /d		SC /III B /9-12 /4 /a	SS /IA /9-12 /4 /c		
	MA.1	3.2	MA /II.. /9-12 /2 /g		SC /IV B /9-12 /1 /a	SS /IA /9-12 /4 /e		
	MA.2	3.3	MA /II.. /9-12 /2 /h		SC /IV C /9-12 /1 /a	SS /IA /9-12 /4 /h		
	MA.3	3.4	MA /II.. /9-12 /4 /a		SC /VII A /9-12 /1 /a	SS /IA /9-12 /4 /l		
	MA.5	3.5	MA /II.. /9-12 /4 /b		SC /VII A /9-12 /2 /a	SS /IB /9-12 /1 /*		
	MA.6	3.6	MA /II.. /9-12 /4 /c		SC /VII B /9-12 /3 /a	SS /IB /9-12 /3 /*		
	SC.1	3.7	MA /II.. /9-12 /4 /d		SC /VII C /9-12 /2 /a	SS /IC /9-12 /1 /c		
	SC.2	3.8	MA /II.. /9-12 /4 /g			SS /IC /9-12 /1 /d		
	SC.3	4.1	MA /II.. /9-12 /4 /h			SS /IC /9-12 /1 /h		
	SC.4	4.5	MA /III.. /9-12 /1 /b			SS /IC /9-12 /5 /c		
	SC.7	4.7	MA /III.. /9-12 /1 /c			SS /IC /9-12 /5 /d		
	SC.8	4.8	MA /III.. /9-12 /1 /d			SS /IC /9-12 /5 /h		
	SS.4		MA /III.. /9-12 /2 /b			SS /ID /9-12 /4 /c		
			MA /III.. /9-12 /2 /c					
			MA /III.. /9-12 /2 /d					
			MA /III.. /9-12 /4 /b					
			MA /III.. /9-12 /4 /c					
			MA /III.. /9-12 /4 /d					
			MA /III.. /9-12 /5 /b					
			MA /III.. /9-12 /5 /c					
			MA /III.. /9-12 /5 /d					
			MA /IV.. /9-12 /1 /d					
			MA /IV.. /9-12 /2 /d					
			MA /IV.. /9-12 /3 /d					
			MA /V.. /9-12 /1 /a					
			MA /V.. /9-12 /1 /c					
			MA /V.. /9-12 /2 /a					
			MA /V.. /9-12 /2 /c					
			MA /V.. /9-12 /3 /a					
			MA /V.. /9-12 /3 /c					
			MA /V.. /9-12 /4 /a					
			MA /V.. /9-12 /4 /c					
			MA /VII.. /9-12 /1 /*					
			MA /VII.. /9-12 /2 /*					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
G 10	CA 1	1.4	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 1 / c	SC / IA / 9-12 / 1 / a	SS / IA / 9-12 / 1 / c	HP / II.A / 9-12 / 1 / a	FA / IVA / 9-12 / 2 / a
	CA 5	1.5	MA / I.. / 9-12 / 2 / *	CA / I.. / 9-12 / 3 / b	SC / IA / 9-12 / 3 / a	SS / IA / 9-12 / 1 / e	HP / II.A / 9-12 / 3 / a	
	CA 6	1.6	MA / I.. / 9-12 / 3 / *		SC / IA / 9-12 / 4 / a	SS / IA / 9-12 / 1 / h		
	FA 1	1.7	MA / II.. / 9-12 / 1 / a		SC / IB / 9-12 / 1 / a	SS / IA / 9-12 / 1 / i		
	FA 2	1.8	MA / II.. / 9-12 / 1 / b		SC / II.A / 9-12 / 1 / a	SS / IA / 9-12 / 2 / c		
	FA 5	1.10	MA / II.. / 9-12 / 1 / c		SC / II.A / 9-12 / 2 / a	SS / IA / 9-12 / 2 / e		
	HP 1	2.1	MA / II.. / 9-12 / 1 / d		SC / II.B / 9-12 / 1 / a	SS / IA / 9-12 / 2 / h		
	HP 2	2.2	MA / II.. / 9-12 / 1 / g		SC / II.B / 9-12 / 2 / a	SS / IA / 9-12 / 2 / i		
	HP 3	2.3	MA / II.. / 9-12 / 1 / h		SC / II.C / 9-12 / 1 / a	SS / IA / 9-12 / 3 / c		
	HP 4	2.5	MA / II.. / 9-12 / 2 / a		SC / III.B / 9-12 / 1 / a	SS / IA / 9-12 / 3 / e		
	HP 5	2.6	MA / II.. / 9-12 / 2 / b		SC / III.B / 9-12 / 2 / a	SS / IA / 9-12 / 3 / h		
	HP 6	2.7	MA / II.. / 9-12 / 2 / c		SC / III.B / 9-12 / 3 / a	SS / IA / 9-12 / 3 / i		
	HP 7	3.1	MA / II.. / 9-12 / 2 / d		SC / III.B / 9-12 / 4 / a	SS / IA / 9-12 / 4 / c		
	MA 1	3.2	MA / II.. / 9-12 / 2 / g		SC / IV.B / 9-12 / 1 / a	SS / IA / 9-12 / 4 / e		
	MA 2	3.3	MA / II.. / 9-12 / 2 / h		SC / IV.C / 9-12 / 1 / a	SS / IA / 9-12 / 4 / h		
	MA 3	3.4	MA / II.. / 9-12 / 4 / a		SC / VII.A / 9-12 / 1 / a	SS / IA / 9-12 / 4 / i		
	MA 5	3.5	MA / II.. / 9-12 / 4 / b		SC / VII.A / 9-12 / 2 / a	SS / IB / 9-12 / 1 / *		
	MA 6	3.6	MA / II.. / 9-12 / 4 / c		SC / VII.B / 9-12 / 3 / a	SS / IB / 9-12 / 3 / *		
	SC 1	3.7	MA / II.. / 9-12 / 4 / d		SC / VII.C / 9-12 / 2 / a	SS / IC / 9-12 / 1 / c		
	SC 2	3.8	MA / II.. / 9-12 / 4 / g			SS / IC / 9-12 / 1 / d		
	SC 3	4.1	MA / II.. / 9-12 / 4 / h			SS / IC / 9-12 / 1 / h		
	SC 4	4.5	MA / III.. / 9-12 / 1 / b			SS / IC / 9-12 / 5 / c		
	SC 7	4.7	MA / III.. / 9-12 / 1 / c			SS / IC / 9-12 / 5 / d		
	SC 8	4.8	MA / III.. / 9-12 / 1 / d			SS / IC / 9-12 / 5 / h		
	SS 4		MA / III.. / 9-12 / 2 / b			SS / ID / 9-12 / 4 / c		
			MA / III.. / 9-12 / 2 / c					
			MA / III.. / 9-12 / 2 / d					
			MA / III.. / 9-12 / 4 / b					
			MA / III.. / 9-12 / 4 / c					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/III.. /9-12 /4 /d					
			MA/III.. /9-12 /5 /b					
			MA/III.. /9-12 /5 /c					
			MA/III.. /9-12 /5 /d					
			MA/IV.. /9-12 /1 /d					
			MA/IV.. /9-12 /2 /d					
			MA/IV.. /9-12 /3 /d					
			MA/V.. /9-12 /1 /a					
			MA/V.. /9-12 /1 /c					
			MA/V.. /9-12 /2 /a					
			MA/V.. /9-12 /2 /c					
			MA/V.. /9-12 /3 /a					
			MA/V.. /9-12 /3 /c					
			MA/V.. /9-12 /4 /a					
			MA/V.. /9-12 /4 /c					
			MA/VII.. /9-12 /1 /*					
			MA/VII.. /9-12 /2 /*					
			MA/VII.. /9-12 /3 /*					
			MA/VII.. /9-12 /4 /*					
			MA/VII.. /9-12 /5 /*					
			MA/IX.. /9-12 /2 /b					
			MA/IX.. /9-12 /2 /c					
			MA/X.. /9-12 /4 /*					
G.11	CA.1	1.4	MA/I.. /9-12 /1 /*	CA/I.. /9-12 /1 /c	SC/IA/9-12 /1 /a	SS/IA/9-12 /1 /c	HP/IIA/9-12 /1 /a	FA/IVA/9-12 /2 /a
	CA.5	1.5	MA/I.. /9-12 /2 /*	CA/I.. /9-12 /3 /b	SC/IA/9-12 /3 /a	SS/IA/9-12 /1 /e	HP/IIA/9-12 /3 /a	
	CA.6	1.6	MA/I.. /9-12 /3 /*		SC/IA/9-12 /4 /a	SS/IA/9-12 /1 /h		
	FA.1	1.7	MA/II.. /9-12 /1 /a		SC/IB/9-12 /1 /a	SS/IA/9-12 /1 /l		
	FA.2	1.8	MA/II.. /9-12 /1 /b		SC/IIA/9-12 /1 /a	SS/IA/9-12 /2 /c		
	FA.5	1.10	MA/II.. /9-12 /1 /c		SC/IIA/9-12 /2 /a	SS/IA/9-12 /2 /e		
	HP.1	2.1	MA/II.. /9-12 /1 /d		SC/II B/9-12 /1 /a	SS/IA/9-12 /2 /h		
	HP.2	2.2	MA/II.. /9-12 /1 /g		SC/II B/9-12 /2 /a	SS/IA/9-12 /2 /l		
	HP.3	2.3	MA/II.. /9-12 /1 /h		SC/II C/9-12 /1 /a	SS/IA/9-12 /3 /c		
	HP.4	2.5	MA/II.. /9-12 /2 /a		SC/II B/9-12 /1 /a	SS/IA/9-12 /3 /e		
	HP.5	2.6	MA/II.. /9-12 /2 /b		SC/II B/9-12 /2 /a	SS/IA/9-12 /3 /h		
	HP.6	2.7	MA/II.. /9-12 /2 /c		SC/II B/9-12 /3 /a	SS/IA/9-12 /3 /l		

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.7	3.1	MA/II.. /9-12/2/d		SC/III.B/9-12/4/a	SS/IA/9-12/4/c		
	MA.1	3.2	MA/II.. /9-12/2/g		SC/IV.B/9-12/1/a	SS/IA/9-12/4/e		
	MA.2	3.3	MA/II.. /9-12/2/h		SC/IV.C/9-12/1/a	SS/IA/9-12/4/h		
	MA.3	3.4	MA/II.. /9-12/4/a		SC/VII.A/9-12/1/a	SS/IA/9-12/4/i		
	MA.5	3.5	MA/II.. /9-12/4/b		SC/VII.A/9-12/2/a	SS/LB/9-12/1/		
	MA.6	3.6	MA/II.. /9-12/4/c		SC/VII.B/9-12/3/a	SS/LB/9-12/3/		
	SC.1	3.7	MA/II.. /9-12/4/d		SC/VII.C/9-12/2/a	SS/LC/9-12/1/c		
	SC.2	3.8	MA/II.. /9-12/4/g			SS/LC/9-12/1/d		
	SC.3	4.1	MA/II.. /9-12/4/h			SS/LC/9-12/1/h		
	SC.4	4.5	MA/III.. /9-12/1/b			SS/LC/9-12/5/c		
	SC.7	4.7	MA/III.. /9-12/1/c			SS/LC/9-12/5/d		
	SC.8	4.8	MA/III.. /9-12/1/d			SS/LC/9-12/5/h		
	SS.4		MA/III.. /9-12/2/b			SS/LD/9-12/4/c		
			MA/III.. /9-12/2/c					
			MA/III.. /9-12/2/d					
			MA/III.. /9-12/4/b					
			MA/III.. /9-12/4/c					
			MA/III.. /9-12/4/d					
			MA/III.. /9-12/5/b					
			MA/III.. /9-12/5/c					
			MA/III.. /9-12/5/d					
			MA/IV.. /9-12/1/d					
			MA/IV.. /9-12/2/d					
			MA/IV.. /9-12/3/d					
			MA/V.. /9-12/1/a					
			MA/V.. /9-12/1/c					
			MA/V.. /9-12/2/a					
			MA/V.. /9-12/2/c					
			MA/V.. /9-12/3/a					
			MA/V.. /9-12/3/c					
			MA/V.. /9-12/4/a					
			MA/V.. /9-12/4/c					
			MA/VII.. /9-12/1/					
			MA/VII.. /9-12/2/					
			MA/VII.. /9-12/3/					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
G.12	CA.1	1.4	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 1 / c	SC / I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / c	HP / II.A / 9-12 / 1 / a	FA / IV.A / 9-12 / 2 / a
	CA.5	1.5	MA / I.. / 9-12 / 2 / *	CA / I.. / 9-12 / 3 / c	SC / I.A / 9-12 / 3 / a	SS / I.A / 9-12 / 1 / e	HP / II.A / 9-12 / 3 / a	
	CA.6	1.6	MA / I.. / 9-12 / 3 / *		SC / I.A / 9-12 / 4 / a	SS / I.A / 9-12 / 1 / h		
	FA.1	1.7	MA / II.. / 9-12 / 1 / a		SC / II.B / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / i		
	FA.2	1.8	MA / II.. / 9-12 / 1 / b		SC / II.A / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / c		
	FA.5	1.10	MA / II.. / 9-12 / 1 / c		SC / II.A / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / e		
	HP.1	2.1	MA / II.. / 9-12 / 1 / d		SC / II.B / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / h		
	HP.2	2.2	MA / II.. / 9-12 / 1 / g		SC / II.B / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / i		
	HP.3	2.3	MA / II.. / 9-12 / 1 / h		SC / II.C / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / c		
	HP.4	2.5	MA / II.. / 9-12 / 2 / a		SC / III.B / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / e		
	HP.5	2.6	MA / II.. / 9-12 / 2 / b		SC / III.B / 9-12 / 2 / a	SS / I.A / 9-12 / 3 / h		
	HP.6	2.7	MA / II.. / 9-12 / 2 / c		SC / III.B / 9-12 / 3 / a	SS / I.A / 9-12 / 3 / i		
	HP.7	3.1	MA / II.. / 9-12 / 2 / d		SC / III.B / 9-12 / 4 / a	SS / I.A / 9-12 / 4 / c		
	MA.1	3.2	MA / II.. / 9-12 / 2 / g		SC / IV.B / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / e		
	MA.2	3.3	MA / II.. / 9-12 / 2 / h		SC / IV.C / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / h		
	MA.3	3.4	MA / II.. / 9-12 / 4 / a		SC / VII.A / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / i		
	MA.5	3.5	MA / II.. / 9-12 / 4 / b		SC / VII.A / 9-12 / 2 / a	SS / I.B / 9-12 / 1 / *		
	MA.6	3.6	MA / II.. / 9-12 / 4 / c		SC / VII.B / 9-12 / 3 / a	SS / I.B / 9-12 / 3 / *		
	SC.1	3.7	MA / II.. / 9-12 / 4 / d		SC / VII.C / 9-12 / 2 / a	SS / I.C / 9-12 / 1 / c		
	SC.2	3.8	MA / II.. / 9-12 / 4 / g			SS / I.C / 9-12 / 1 / d		
	SC.3	4.1	MA / II.. / 9-12 / 4 / h			SS / I.C / 9-12 / 1 / h		
	SC.4	4.5	MA / III.. / 9-12 / 1 / b			SS / I.C / 9-12 / 5 / c		
	SC.7	4.7	MA / III.. / 9-12 / 1 / c			SS / I.C / 9-12 / 5 / d		
	SC.8	4.8	MA / III.. / 9-12 / 1 / d			SS / I.C / 9-12 / 5 / h		
	SS.4		MA / III.. / 9-12 / 2 / b			SS / I.D / 9-12 / 4 / c		
			MA / III.. / 9-12 / 2 / c					
			MA / III.. / 9-12 / 2 / d					
			MA / III.. / 9-12 / 4 / b					
			MA / III.. / 9-12 / 4 / c					
			MA / III.. / 9-12 / 4 / d					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / III.. / 9-12 / 5 / b					
			MA / III.. / 9-12 / 5 / c					
			MA / III.. / 9-12 / 5 / d					
			MA / IV.. / 9-12 / 1 / d					
			MA / IV.. / 9-12 / 2 / d					
			MA / IV.. / 9-12 / 3 / d					
			MA / V.. / 9-12 / 1 / a					
			MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
G.13	CA.1	1.4	MA / I.. / 9-12 / 1 / *		SC / I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / c	HP / II.A / 9-12 / 1 / a	FA / IV.A / 9-12 / 2 / a
	CA.5	1.5	MA / I.. / 9-12 / 2 / *		SC / I.A / 9-12 / 3 / a	SS / I.A / 9-12 / 1 / e	HP / II.A / 9-12 / 3 / a	
	CA.6	1.6	MA / I.. / 9-12 / 3 / *		SC / I.A / 9-12 / 4 / a	SS / I.A / 9-12 / 1 / h		
	FA.1	1.7	MA / II.. / 9-12 / 1 / a		SC / II.B / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / i		
	FA.2	1.8	MA / II.. / 9-12 / 1 / b		SC / II.A / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / c		
	FA.5	1.10	MA / II.. / 9-12 / 1 / c		SC / II.A / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / h		
	HP.1	2.1	MA / II.. / 9-12 / 1 / d		SC / II.B / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / i		
	HP.2	2.2	MA / II.. / 9-12 / 1 / g		SC / II.B / 9-12 / 2 / a	SS / I.A / 9-12 / 3 / c		
	HP.3	2.3	MA / II.. / 9-12 / 1 / h		SC / II.C / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / e		
	HP.4	2.5	MA / II.. / 9-12 / 2 / a		SC / III.B / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / h		
	HP.5	2.6	MA / II.. / 9-12 / 2 / b		SC / III.B / 9-12 / 2 / a	SS / I.A / 9-12 / 3 / i		
	HP.6	2.7	MA / II.. / 9-12 / 2 / c		SC / III.B / 9-12 / 3 / a	SS / I.A / 9-12 / 4 / c		
	HP.7	3.1	MA / II.. / 9-12 / 2 / d		SC / III.B / 9-12 / 4 / a	SS / I.A / 9-12 / 4 / e		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA 1	3.2	MA / II.. / 9-12 / 2 / g		SC / IV.B / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / h		
	MA 2	3.3	MA / II.. / 9-12 / 2 / h		SC / IV.C / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / i		
	MA 3	3.4	MA / II.. / 9-12 / 4 / a		SC / VII.A / 9-12 / 1 / a	SS / I.B / 9-12 / 1 / *		
	MA 5	3.5	MA / II.. / 9-12 / 4 / b		SC / VII.A / 9-12 / 2 / a	SS / I.B / 9-12 / 3 / *		
	MA 6	3.6	MA / II.. / 9-12 / 4 / c		SC / VII.B / 9-12 / 3 / a	SS / I.C / 9-12 / 1 / c		
	SC 1	3.7	MA / II.. / 9-12 / 4 / d		SC / VII.C / 9-12 / 2 / a	SS / I.C / 9-12 / 1 / d		
	SC 2	3.8	MA / II.. / 9-12 / 4 / g			SS / I.C / 9-12 / 1 / h		
	SC 3	4.1	MA / II.. / 9-12 / 4 / h			SS / I.C / 9-12 / 5 / c		
	SC 4	4.5	MA / III.. / 9-12 / 1 / b			SS / I.C / 9-12 / 5 / d		
	SC 7	4.7	MA / III.. / 9-12 / 1 / c			SS / I.C / 9-12 / 5 / h		
	SC 8	4.8	MA / III.. / 9-12 / 1 / d			SS / I.D / 9-12 / 4 / c		
	SS 4		MA / III.. / 9-12 / 2 / b					
			MA / III.. / 9-12 / 2 / c					
			MA / III.. / 9-12 / 2 / d					
			MA / III.. / 9-12 / 4 / b					
			MA / III.. / 9-12 / 4 / c					
			MA / III.. / 9-12 / 4 / d					
			MA / III.. / 9-12 / 5 / b					
			MA / III.. / 9-12 / 5 / c					
			MA / III.. / 9-12 / 5 / d					
			MA / IV.. / 9-12 / 1 / d					
			MA / IV.. / 9-12 / 2 / d					
			MA / IV.. / 9-12 / 3 / d					
			MA / V.. / 9-12 / 1 / a					
			MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / VII. / 9-12 / 5 / *					
			MA / IX. / 9-12 / 2 / b					
			MA / IX. / 9-12 / 2 / c					
			MA / X. / 9-12 / 4 / *					
G.14	CA.1	1.4	MA / I. / 9-12 / 1 / *		SC / IA / 9-12 / 1 / a	SS / IA / 9-12 / 1 / c	HP / IA / 9-12 / 1 / a	FA / IV.A / 9-12 / 2 / a
	CA.5	1.5	MA / I. / 9-12 / 2 / *		SC / IA / 9-12 / 3 / a	SS / IA / 9-12 / 1 / e	HP / IA / 9-12 / 3 / a	
	CA.6	1.6	MA / I. / 9-12 / 3 / *		SC / IA / 9-12 / 4 / a	SS / IA / 9-12 / 1 / h		
	FA.1	1.7	MA / II. / 9-12 / 1 / a		SC / IB / 9-12 / 1 / a	SS / IA / 9-12 / 1 / i		
	FA.2	1.8	MA / II. / 9-12 / 1 / b		SC / II.A / 9-12 / 1 / a	SS / IA / 9-12 / 2 / c		
	FA.5	1.10	MA / II. / 9-12 / 1 / c		SC / II.A / 9-12 / 2 / a	SS / IA / 9-12 / 2 / e		
	HP.1	2.1	MA / II. / 9-12 / 1 / d		SC / II.B / 9-12 / 1 / a	SS / IA / 9-12 / 2 / h		
	HP.2	2.2	MA / II. / 9-12 / 1 / g		SC / II.B / 9-12 / 2 / a	SS / IA / 9-12 / 2 / i		
	HP.3	2.3	MA / II. / 9-12 / 1 / h		SC / II.C / 9-12 / 1 / a	SS / IA / 9-12 / 3 / c		
	HP.4	2.5	MA / II. / 9-12 / 2 / a		SC / III.B / 9-12 / 1 / a	SS / IA / 9-12 / 3 / e		
	HP.5	2.6	MA / II. / 9-12 / 2 / b		SC / III.B / 9-12 / 2 / a	SS / IA / 9-12 / 3 / i		
	HP.6	2.7	MA / II. / 9-12 / 2 / c		SC / III.B / 9-12 / 3 / a	SS / IA / 9-12 / 4 / c		
	HP.7	3.1	MA / II. / 9-12 / 2 / d		SC / III.B / 9-12 / 4 / a	SS / IA / 9-12 / 4 / e		
	MA.1	3.2	MA / II. / 9-12 / 2 / g		SC / IV.B / 9-12 / 1 / a	SS / IA / 9-12 / 4 / h		
	MA.2	3.3	MA / II. / 9-12 / 2 / h		SC / IV.C / 9-12 / 1 / a	SS / IA / 9-12 / 4 / i		
	MA.3	3.4	MA / II. / 9-12 / 4 / a		SC / VII.A / 9-12 / 1 / a	SS / IB / 9-12 / 1 / *		
	MA.5	3.5	MA / II. / 9-12 / 4 / b		SC / VII.A / 9-12 / 2 / a	SS / IB / 9-12 / 3 / *		
	MA.6	3.6	MA / II. / 9-12 / 4 / c		SC / VII.B / 9-12 / 3 / a	SS / IC / 9-12 / 1 / c		
	SC.1	3.7	MA / II. / 9-12 / 4 / d		SC / VII.C / 9-12 / 2 / a	SS / IC / 9-12 / 1 / d		
	SC.2	3.8	MA / II. / 9-12 / 4 / g			SS / IC / 9-12 / 1 / h		
	SC.3	4.1	MA / II. / 9-12 / 4 / h			SS / IC / 9-12 / 5 / c		
	SC.4	4.5	MA / III. / 9-12 / 1 / b			SS / IC / 9-12 / 5 / d		
	SC.7	4.7	MA / III. / 9-12 / 1 / c			SS / IC / 9-12 / 5 / h		
	SC.8	4.8	MA / III. / 9-12 / 1 / d			SS / ID / 9-12 / 4 / c		
	SS.4		MA / III. / 9-12 / 2 / b					
			MA / III. / 9-12 / 2 / c					
			MA / III. / 9-12 / 2 / d					
			MA / III. / 9-12 / 4 / b					
			MA / III. / 9-12 / 4 / c					
			MA / III. / 9-12 / 4 / d					
			MA / III. / 9-12 / 5 / b					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / III. / 9-12 / 5 / c					
			MA / III. / 9-12 / 5 / d					
			MA / IV. / 9-12 / 1 / d					
			MA / IV. / 9-12 / 2 / d					
			MA / IV. / 9-12 / 3 / d					
			MA / V. / 9-12 / 1 / a					
			MA / V. / 9-12 / 1 / c					
			MA / V. / 9-12 / 2 / a					
			MA / V. / 9-12 / 2 / c					
			MA / V. / 9-12 / 3 / a					
			MA / V. / 9-12 / 3 / c					
			MA / V. / 9-12 / 4 / a					
			MA / V. / 9-12 / 4 / c					
			MA / VII. / 9-12 / 1 / *					
			MA / VII. / 9-12 / 2 / *					
			MA / VII. / 9-12 / 3 / *					
			MA / VII. / 9-12 / 4 / *					
			MA / VII. / 9-12 / 5 / *					
			MA / IX. / 9-12 / 2 / b					
			MA / IX. / 9-12 / 2 / c					
			MA / X. / 9-12 / 4 / *					
G 15	CA 1	1.4	MA / I. / 9-12 / 1 / *	CA / I. / 9-12 / 1 / c	SC / I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / c	HP / II.A / 9-12 / 1 / a	FA / IV.A / 9-12 / 2 / a
	CA 5	1.5	MA / I. / 9-12 / 2 / *	CA / I. / 9-12 / 3 / b	SC / I.A / 9-12 / 3 / a	SS / I.A / 9-12 / 1 / e	HP / II.A / 9-12 / 3 / a	
	CA 6	1.6	MA / I. / 9-12 / 3 / *		SC / I.A / 9-12 / 4 / a	SS / I.A / 9-12 / 1 / h		
	FA 1	1.7	MA / II. / 9-12 / 1 / a		SC / I.B / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / i		
	FA 2	1.8	MA / II. / 9-12 / 1 / b		SC / II.A / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / c		
	FA 5	1.10	MA / II. / 9-12 / 1 / c		SC / II.A / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / e		
	HP 1	2.1	MA / II. / 9-12 / 1 / d		SC / II.B / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / h		
	HP 2	2.2	MA / II. / 9-12 / 1 / g		SC / II.B / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / i		
	HP 3	2.3	MA / II. / 9-12 / 1 / h		SC / II.C / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / c		
	HP 4	2.5	MA / II. / 9-12 / 2 / a		SC / III.B / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / e		
	HP 5	2.6	MA / II. / 9-12 / 2 / b		SC / III.B / 9-12 / 2 / a	SS / I.A / 9-12 / 3 / h		
	HP 6	2.7	MA / II. / 9-12 / 2 / c		SC / III.B / 9-12 / 3 / a	SS / I.A / 9-12 / 3 / i		
	HP 7	3.1	MA / II. / 9-12 / 2 / d		SC / III.B / 9-12 / 4 / a	SS / I.A / 9-12 / 4 / c		
	MA 1	3.2	MA / II. / 9-12 / 2 / g		SC / IV.B / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / e		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA 2	3.3	MA / II.. / 9-12 / 2 / h		SC / IV.C / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / h		
	MA 3	3.4	MA / II.. / 9-12 / 4 / a		SC / VII.A / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / l		
	MA 5	3.5	MA / II.. / 9-12 / 4 / b		SC / VII.A / 9-12 / 2 / a	SS / I.B / 9-12 / 1 / *		
	MA 6	3.6	MA / II.. / 9-12 / 4 / c		SC / VII.B / 9-12 / 3 / a	SS / I.B / 9-12 / 3 / *		
	SC 1	3.7	MA / II.. / 9-12 / 4 / d		SC / VII.C / 9-12 / 2 / a	SS / I.C / 9-12 / 1 / c		
	SC 2	3.8	MA / II.. / 9-12 / 4 / g			SS / I.C / 9-12 / 1 / d		
	SC 3	4.1	MA / II.. / 9-12 / 4 / h			SS / I.C / 9-12 / 1 / h		
	SC 4	4.5	MA / III.. / 9-12 / 1 / b			SS / I.C / 9-12 / 5 / c		
	SC 7	4.7	MA / III.. / 9-12 / 1 / c			SS / I.C / 9-12 / 5 / d		
	SC 8	4.8	MA / III.. / 9-12 / 1 / d			SS / I.C / 9-12 / 5 / h		
	SS 4		MA / III.. / 9-12 / 2 / b			SS / I.D / 9-12 / 4 / c		
			MA / III.. / 9-12 / 2 / c					
			MA / III.. / 9-12 / 2 / d					
			MA / III.. / 9-12 / 4 / b					
			MA / III.. / 9-12 / 4 / c					
			MA / III.. / 9-12 / 4 / d					
			MA / III.. / 9-12 / 5 / b					
			MA / III.. / 9-12 / 5 / c					
			MA / III.. / 9-12 / 5 / d					
			MA / IV.. / 9-12 / 1 / d					
			MA / IV.. / 9-12 / 2 / d					
			MA / IV.. / 9-12 / 3 / d					
			MA / V.. / 9-12 / 1 / a					
			MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
G.16	CA.1	1.4	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 1 / c	SC / IA / 9-12 / 1 / a	SS / IA / 9-12 / 1 / c	HP / IA / 9-12 / 1 / a	FA / IVA / 9-12 / 2 / a
	CA.5	1.5	MA / I.. / 9-12 / 2 / *	CA / I.. / 9-12 / 3 / b	SC / IA / 9-12 / 3 / a	SS / IA / 9-12 / 1 / e	HP / IA / 9-12 / 3 / a	
	CA.6	1.6	MA / I.. / 9-12 / 3 / *		SC / IA / 9-12 / 4 / a	SS / IA / 9-12 / 1 / h		
	FA.1	1.7	MA / II.. / 9-12 / 1 / a		SC / IB / 9-12 / 1 / a	SS / IA / 9-12 / 1 / i		
	FA.2	1.8	MA / II.. / 9-12 / 1 / b		SC / IA / 9-12 / 1 / a	SS / IA / 9-12 / 2 / c		
	FA.5	1.10	MA / II.. / 9-12 / 1 / c		SC / IA / 9-12 / 2 / a	SS / IA / 9-12 / 2 / e		
	HP.1	2.1	MA / II.. / 9-12 / 1 / d		SC / IB / 9-12 / 1 / a	SS / IA / 9-12 / 2 / h		
	HP.2	2.2	MA / II.. / 9-12 / 1 / g		SC / IB / 9-12 / 2 / a	SS / IA / 9-12 / 2 / i		
	HP.3	2.3	MA / II.. / 9-12 / 1 / h		SC / IIC / 9-12 / 1 / a	SS / IA / 9-12 / 3 / c		
	HP.4	2.5	MA / II.. / 9-12 / 2 / a		SC / IIB / 9-12 / 1 / a	SS / IA / 9-12 / 3 / e		
	HP.5	2.6	MA / II.. / 9-12 / 2 / b		SC / IIB / 9-12 / 2 / a	SS / IA / 9-12 / 3 / h		
	HP.6	2.7	MA / II.. / 9-12 / 2 / c		SC / IIB / 9-12 / 3 / a	SS / IA / 9-12 / 3 / i		
	HP.7	3.1	MA / II.. / 9-12 / 2 / d		SC / IIB / 9-12 / 4 / a	SS / IA / 9-12 / 4 / c		
	MA.1	3.2	MA / II.. / 9-12 / 2 / g		SC / IVB / 9-12 / 1 / a	SS / IA / 9-12 / 4 / e		
	MA.2	3.3	MA / II.. / 9-12 / 2 / h		SC / IV.C / 9-12 / 1 / a	SS / IA / 9-12 / 4 / h		
	MA.3	3.4	MA / II.. / 9-12 / 4 / a		SC / VIIA / 9-12 / 1 / a	SS / IA / 9-12 / 4 / i		
	MA.5	3.5	MA / II.. / 9-12 / 4 / b		SC / VIIA / 9-12 / 2 / a	SS / IB / 9-12 / 1 / *		
	MA.6	3.6	MA / II.. / 9-12 / 4 / c		SC / VII.B / 9-12 / 3 / a	SS / IB / 9-12 / 3 / *		
	SC.1	3.7	MA / II.. / 9-12 / 4 / d		SC / VIIC / 9-12 / 2 / a	SS / IC / 9-12 / 1 / c		
	SC.2	3.8	MA / II.. / 9-12 / 4 / g			SS / IC / 9-12 / 1 / d		
	SC.3	4.1	MA / II.. / 9-12 / 4 / h			SS / IC / 9-12 / 1 / h		
	SC.4	4.5	MA / III.. / 9-12 / 1 / b			SS / IC / 9-12 / 5 / c		
	SC.7	4.7	MA / III.. / 9-12 / 1 / c			SS / IC / 9-12 / 5 / d		
	SC.8	4.8	MA / III.. / 9-12 / 1 / d			SS / IC / 9-12 / 5 / h		
	SS.4		MA / III.. / 9-12 / 2 / b			SS / ID / 9-12 / 4 / c		
			MA / III.. / 9-12 / 2 / c					
			MA / III.. / 9-12 / 2 / d					
			MA / III.. / 9-12 / 4 / b					
			MA / III.. / 9-12 / 4 / c					
			MA / III.. / 9-12 / 4 / d					
			MA / III.. / 9-12 / 5 / b					
			MA / III.. / 9-12 / 5 / c					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / III.. / 9-12 / 5 / d					
			MA / IV.. / 9-12 / 1 / d					
			MA / IV.. / 9-12 / 2 / d					
			MA / IV.. / 9-12 / 3 / d					
			MA / V.. / 9-12 / 1 / a					
			MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
G.17	CA.1	1.4	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 1 / c	SC / I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / c	HP / II.A / 9-12 / 1 / a	FA / IV.A / 9-12 / 2 / a
	CA.5	1.5	MA / I.. / 9-12 / 2 / *	CA / I.. / 9-12 / 3 / b	SC / I.A / 9-12 / 3 / a	SS / I.A / 9-12 / 1 / e	HP / II.A / 9-12 / 3 / a	
	CA.6	1.6	MA / I.. / 9-12 / 3 / *		SC / I.A / 9-12 / 4 / a	SS / I.A / 9-12 / 1 / h		
	FA.1	1.7	MA / II.. / 9-12 / 1 / a		SC / II.B / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / i		
	FA.2	1.8	MA / II.. / 9-12 / 1 / b		SC / II.A / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / c		
	FA.5	1.10	MA / II.. / 9-12 / 1 / c		SC / II.A / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / e		
	HP.1	2.1	MA / II.. / 9-12 / 1 / d		SC / II.B / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / h		
	HP.2	2.2	MA / II.. / 9-12 / 1 / g		SC / II.B / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / i		
	HP.3	2.3	MA / II.. / 9-12 / 1 / h		SC / II.C / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / c		
	HP.4	2.5	MA / II.. / 9-12 / 2 / a		SC / III.B / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / e		
	HP.5	2.6	MA / II.. / 9-12 / 2 / b		SC / III.B / 9-12 / 2 / a	SS / I.A / 9-12 / 3 / h		
	HP.6	2.7	MA / II.. / 9-12 / 2 / c		SC / III.B / 9-12 / 3 / a	SS / I.A / 9-12 / 3 / i		
	HP.7	3.1	MA / II.. / 9-12 / 2 / d		SC / III.B / 9-12 / 4 / a	SS / I.A / 9-12 / 4 / c		
	MA.1	3.2	MA / II.. / 9-12 / 2 / g		SC / IV.B / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / e		
	MA.2	3.3	MA / II.. / 9-12 / 2 / h		SC / IV.C / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / h		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA 3	3.4	MA / II.. / 9-12 / 4 / a		SC / VII A / 9-12 / 1 / a	SS / I A / 9-12 / 4 / i		
	MA 5	3.5	MA / II.. / 9-12 / 4 / b		SC / VII A / 9-12 / 2 / a	SS / I B / 9-12 / 1 / *		
	MA 6	3.6	MA / II.. / 9-12 / 4 / c		SC / VII B / 9-12 / 3 / a	SS / I B / 9-12 / 3 / *		
	SC 1	3.7	MA / II.. / 9-12 / 4 / d		SC / VII C / 9-12 / 2 / a	SS / I C / 9-12 / 1 / c		
	SC 2	3.8	MA / II.. / 9-12 / 4 / g			SS / I C / 9-12 / 1 / d		
	SC 3	4.1	MA / II.. / 9-12 / 4 / h			SS / I C / 9-12 / 1 / h		
	SC 4	4.5	MA / III.. / 9-12 / 1 / b			SS / I C / 9-12 / 5 / c		
	SC 7	4.7	MA / III.. / 9-12 / 1 / c			SS / I C / 9-12 / 5 / d		
	SC 8	4.8	MA / III.. / 9-12 / 1 / d			SS / I C / 9-12 / 5 / h		
	SS 4		MA / III.. / 9-12 / 2 / b			SS / I D / 9-12 / 4 / c		
			MA / III.. / 9-12 / 2 / c					
			MA / III.. / 9-12 / 2 / d					
			MA / III.. / 9-12 / 4 / b					
			MA / III.. / 9-12 / 4 / c					
			MA / III.. / 9-12 / 4 / d					
			MA / III.. / 9-12 / 5 / b					
			MA / III.. / 9-12 / 5 / c					
			MA / III.. / 9-12 / 5 / d					
			MA / IV.. / 9-12 / 1 / d					
			MA / IV.. / 9-12 / 2 / d					
			MA / IV.. / 9-12 / 3 / d					
			MA / V.. / 9-12 / 1 / a					
			MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
G.18	CA.1	1.4	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 1 / c	SC / I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / c	HP / II.A / 9-12 / 1 / a	FA / IV.A / 9-12 / 2 / a
	CA.5	1.5	MA / I.. / 9-12 / 2 / *	CA / I.. / 9-12 / 3 / b	SC / I.A / 9-12 / 3 / a	SS / I.A / 9-12 / 1 / e	HP / II.A / 9-12 / 3 / a	
	CA.6	1.6	MA / I.. / 9-12 / 3 / *		SC / I.A / 9-12 / 4 / a	SS / I.A / 9-12 / 1 / h		
	FA.1	1.7	MA / II.. / 9-12 / 1 / a		SC / I.B / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / i		
	FA.2	1.8	MA / II.. / 9-12 / 1 / b		SC / II.A / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / c		
	FA.5	1.10	MA / II.. / 9-12 / 1 / c		SC / II.A / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / e		
	HP.1	2.1	MA / II.. / 9-12 / 1 / d		SC / II.B / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / h		
	HP.2	2.2	MA / II.. / 9-12 / 1 / g		SC / II.B / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / i		
	HP.3	2.3	MA / II.. / 9-12 / 1 / h		SC / II.C / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / c		
	HP.4	2.5	MA / II.. / 9-12 / 2 / a		SC / III.B / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / e		
	HP.5	2.6	MA / II.. / 9-12 / 2 / b		SC / III.B / 9-12 / 2 / a	SS / I.A / 9-12 / 3 / h		
	HP.6	2.7	MA / II.. / 9-12 / 2 / c		SC / III.B / 9-12 / 3 / a	SS / I.A / 9-12 / 3 / i		
	HP.7	3.1	MA / II.. / 9-12 / 2 / d		SC / III.B / 9-12 / 4 / a	SS / I.A / 9-12 / 4 / c		
	MA.1	3.2	MA / II.. / 9-12 / 2 / g		SC / IV.B / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / e		
	MA.2	3.3	MA / II.. / 9-12 / 2 / h		SC / IV.C / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / h		
	MA.3	3.4	MA / II.. / 9-12 / 4 / a		SC / VII.A / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / i		
	MA.5	3.5	MA / II.. / 9-12 / 4 / b		SC / VII.A / 9-12 / 2 / a	SS / I.B / 9-12 / 1 / *		
	MA.6	3.6	MA / II.. / 9-12 / 4 / c		SC / VII.B / 9-12 / 3 / a	SS / I.B / 9-12 / 3 / *		
	SC.1	3.7	MA / II.. / 9-12 / 4 / d		SC / VII.C / 9-12 / 2 / a	SS / I.C / 9-12 / 1 / c		
	SC.2	3.8	MA / II.. / 9-12 / 4 / g			SS / I.C / 9-12 / 1 / d		
	SC.3	4.1	MA / II.. / 9-12 / 4 / h			SS / I.C / 9-12 / 1 / h		
	SC.4	4.5	MA / III.. / 9-12 / 1 / b			SS / I.C / 9-12 / 5 / c		
	SC.7	4.7	MA / III.. / 9-12 / 1 / c			SS / I.C / 9-12 / 5 / d		
	SC.8	4.8	MA / III.. / 9-12 / 1 / d			SS / I.C / 9-12 / 5 / h		
	SS.4		MA / III.. / 9-12 / 2 / b			SS / I.D / 9-12 / 4 / c		
			MA / III.. / 9-12 / 2 / c					
			MA / III.. / 9-12 / 2 / d					
			MA / III.. / 9-12 / 4 / b					
			MA / III.. / 9-12 / 4 / c					
			MA / III.. / 9-12 / 4 / d					
			MA / III.. / 9-12 / 5 / b					
			MA / III.. / 9-12 / 5 / c					
			MA / III.. / 9-12 / 5 / d					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/IV../9-12/1/d					
			MA/IV../9-12/2/d					
			MA/IV../9-12/3/d					
			MA/V../9-12/1/a					
			MA/V../9-12/1/c					
			MA/V../9-12/2/a					
			MA/V../9-12/2/c					
			MA/V../9-12/3/a					
			MA/V../9-12/3/c					
			MA/V../9-12/4/a					
			MA/V../9-12/4/c					
			MA/VII../9-12/1/*					
			MA/VII../9-12/2/*					
			MA/VII../9-12/3/*					
			MA/VII../9-12/4/*					
			MA/VII../9-12/5/*					
			MA/IX../9-12/2/b					
			MA/IX../9-12/2/c					
			MA/X../9-12/4/*					
G.19	CA.1	1.4	MA/L../9-12/1/*	CA/L../9-12/1/c	SC/LA/9-12/1/a	SS/LA/9-12/1/c	HP/II.A/9-12/1/a	FA/IV.A/9-12/2/a
	CA.5	1.5	MA/L../9-12/2/*	CA/L../9-12/3/b	SC/LA/9-12/3/a	SS/LA/9-12/1/e	HP/II.A/9-12/3/a	
	CA.6	1.6	MA/L../9-12/3/*		SC/LA/9-12/4/a	SS/LA/9-12/1/h		
	FA.1	1.7	MA/II../9-12/1/a		SC/IB/9-12/1/a	SS/LA/9-12/1/i		
	FA.2	1.8	MA/II../9-12/1/b		SC/II.A/9-12/1/a	SS/LA/9-12/2/c		
	FA.5	1.10	MA/II../9-12/1/c		SC/II.A/9-12/2/a	SS/LA/9-12/2/e		
	HP.1	2.1	MA/II../9-12/1/d		SC/II.B/9-12/1/a	SS/LA/9-12/2/h		
	HP.2	2.2	MA/II../9-12/1/g		SC/II.B/9-12/2/a	SS/LA/9-12/2/i		
	HP.3	2.3	MA/II../9-12/1/h		SC/II.C/9-12/1/a	SS/LA/9-12/3/c		
	HP.4	2.5	MA/II../9-12/2/a		SC/III.B/9-12/1/a	SS/LA/9-12/3/e		
	HP.5	2.6	MA/II../9-12/2/b		SC/III.B/9-12/2/a	SS/LA/9-12/3/h		
	HP.6	2.7	MA/II../9-12/2/c		SC/III.B/9-12/3/a	SS/LA/9-12/3/i		
	HP.7	3.1	MA/II../9-12/2/d		SC/III.B/9-12/4/a	SS/LA/9-12/4/c		
	MA.1	3.2	MA/II../9-12/2/g		SC/IV.B/9-12/1/a	SS/LA/9-12/4/e		
	MA.2	3.3	MA/II../9-12/2/h		SC/IV.C/9-12/1/a	SS/LA/9-12/4/h		
	MA.3	3.4	MA/II../9-12/4/a		SC/VII.A/9-12/1/a	SS/LA/9-12/4/i		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.5	3.5	MA / II.. / 9-12 / 4 / b		SC / VII.A / 9-12 / 2 / a	SS / I.B / 9-12 / 1 / *		
	MA.6	3.6	MA / II.. / 9-12 / 4 / c		SC / VII.B / 9-12 / 3 / a	SS / I.B / 9-12 / 3 / *		
	SC.1	3.7	MA / II.. / 9-12 / 4 / d		SC / VII.C / 9-12 / 2 / a	SS / I.C / 9-12 / 1 / c		
	SC.2	3.8	MA / II.. / 9-12 / 4 / g			SS / I.C / 9-12 / 1 / d		
	SC.3	4.1	MA / II.. / 9-12 / 4 / h			SS / I.C / 9-12 / 1 / h		
	SC.4	4.5	MA / III.. / 9-12 / 1 / b			SS / I.C / 9-12 / 5 / c		
	SC.7	4.7	MA / III.. / 9-12 / 1 / c			SS / I.C / 9-12 / 5 / d		
	SC.8	4.8	MA / III.. / 9-12 / 1 / d			SS / I.C / 9-12 / 5 / h		
	SS.4		MA / III.. / 9-12 / 2 / b			SS / I.D / 9-12 / 4 / c		
			MA / III.. / 9-12 / 2 / c					
			MA / III.. / 9-12 / 2 / d					
			MA / III.. / 9-12 / 4 / b					
			MA / III.. / 9-12 / 4 / c					
			MA / III.. / 9-12 / 4 / d					
			MA / III.. / 9-12 / 5 / b					
			MA / III.. / 9-12 / 5 / c					
			MA / III.. / 9-12 / 5 / d					
			MA / IV.. / 9-12 / 1 / d					
			MA / IV.. / 9-12 / 2 / d					
			MA / IV.. / 9-12 / 3 / d					
			MA / V.. / 9-12 / 1 / a					
			MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
MA/X.. /9-12/4/*								
G.20	CA.1	1.4	MA/L.. /9-12/1/*	CA/L.. /9-12/1/c	SC/LA/9-12/1/a	SS/LA/9-12/1/c	HP/IIA/9-12/1/a	FA/IVA/9-12/2/a
	CA.5	1.5	MA/L.. /9-12/2/*	CA/L.. /9-12/3/b	SC/LA/9-12/3/a	SS/LA/9-12/1/e	HP/IIA/9-12/3/a	
	CA.6	1.6	MA/L.. /9-12/3/*		SC/LA/9-12/4/a	SS/LA/9-12/1/h		
	FA.1	1.7	MA/II.. /9-12/1/a		SC/IB/9-12/1/a	SS/LA/9-12/1/i		
	FA.2	1.8	MA/II.. /9-12/1/b		SC/IIA/9-12/1/a	SS/LA/9-12/2/c		
	FA.5	1.10	MA/II.. /9-12/1/c		SC/IIA/9-12/2/a	SS/LA/9-12/2/e		
	HP.1	2.1	MA/II.. /9-12/1/d		SC/IB/9-12/1/a	SS/LA/9-12/2/h		
	HP.2	2.2	MA/II.. /9-12/1/g		SC/IB/9-12/2/a	SS/LA/9-12/2/i		
	HP.3	2.3	MA/II.. /9-12/1/h		SC/II C/9-12/1/a	SS/LA/9-12/3/c		
	HP.4	2.5	MA/II.. /9-12/2/a		SC/III B/9-12/1/a	SS/LA/9-12/3/e		
	HP.5	2.6	MA/II.. /9-12/2/b		SC/III B/9-12/2/a	SS/LA/9-12/3/h		
	HP.6	2.7	MA/II.. /9-12/2/c		SC/III B/9-12/3/a	SS/LA/9-12/3/i		
	HP.7	3.1	MA/II.. /9-12/2/d		SC/III B/9-12/4/a	SS/LA/9-12/4/c		
	MA.1	3.2	MA/II.. /9-12/2/g		SC/IV B/9-12/1/a	SS/LA/9-12/4/e		
	MA.2	3.3	MA/II.. /9-12/2/h		SC/IV C/9-12/1/a	SS/LA/9-12/4/h		
	MA.3	3.4	MA/II.. /9-12/4/a		SC/VIIA/9-12/1/a	SS/LA/9-12/4/i		
	MA.5	3.5	MA/II.. /9-12/4/b		SC/VIIA/9-12/2/a	SS/IB/9-12/1/*		
	MA.6	3.6	MA/II.. /9-12/4/c		SC/VII B/9-12/3/a	SS/IB/9-12/3/*		
	SC.1	3.7	MA/II.. /9-12/4/d		SC/VII C/9-12/2/a	SS/IC/9-12/1/c		
	SC.2	3.8	MA/II.. /9-12/4/g			SS/IC/9-12/1/d		
	SC.3	4.1	MA/II.. /9-12/4/h			SS/IC/9-12/1/h		
	SC.4	4.5	MA/III.. /9-12/1/b			SS/IC/9-12/5/c		
	SC.7	4.7	MA/III.. /9-12/1/c			SS/IC/9-12/5/d		
	SC.8	4.8	MA/III.. /9-12/1/d			SS/IC/9-12/5/h		
	SS.4		MA/III.. /9-12/2/b			SS/ID/9-12/4/c		
			MA/III.. /9-12/2/c					
			MA/III.. /9-12/2/d					
			MA/III.. /9-12/4/b					
			MA/III.. /9-12/4/c					
			MA/III.. /9-12/4/d					
			MA/III.. /9-12/5/b					
			MA/III.. /9-12/5/c					
			MA/III.. /9-12/5/d					
			MA/IV.. /9-12/1/d					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/IV../9-12/2/d					
			MA/IV../9-12/3/d					
			MA/V../9-12/1/a					
			MA/V../9-12/1/c					
			MA/V../9-12/2/a					
			MA/V../9-12/2/c					
			MA/V../9-12/3/a					
			MA/V../9-12/3/c					
			MA/V../9-12/4/a					
			MA/V../9-12/4/c					
			MA/VII../9-12/1/*					
			MA/VII../9-12/2/*					
			MA/VII../9-12/3/*					
			MA/VII../9-12/4/*					
			MA/VII../9-12/5/*					
			MA/IX../9-12/2/b					
			MA/IX../9-12/2/c					
			MA/X../9-12/4/*					
G 21	CA 1	1.4	MA/L../9-12/1/*	CA/L../9-12/1/c	SC/LA/9-12/1/a	SS/LA/9-12/1/c	HP/II.A/9-12/1/a	FA/IV.A/9-12/2/a
	CA 5	1.5	MA/L../9-12/2/*	CA/L../9-12/3/b	SC/LA/9-12/3/a	SS/LA/9-12/1/e	HP/II.A/9-12/3/a	
	CA 6	1.6	MA/L../9-12/3/*		SC/LA/9-12/4/a	SS/LA/9-12/1/h		
	FA 1	1.7	MA/II../9-12/1/a		SC/IB/9-12/1/a	SS/LA/9-12/1/i		
	FA 2	1.8	MA/II../9-12/1/b		SC/II.A/9-12/1/a	SS/LA/9-12/2/c		
	FA 5	1.10	MA/II../9-12/1/c		SC/II.A/9-12/2/a	SS/LA/9-12/2/e		
	HP 1	2.1	MA/II../9-12/1/d		SC/II.B/9-12/1/a	SS/LA/9-12/2/h		
	HP 2	2.2	MA/II../9-12/1/g		SC/II.B/9-12/2/a	SS/LA/9-12/2/i		
	HP 3	2.3	MA/II../9-12/1/h		SC/II.C/9-12/1/a	SS/LA/9-12/3/c		
	HP 4	2.5	MA/II../9-12/2/a		SC/III.B/9-12/1/a	SS/LA/9-12/3/e		
	HP 5	2.6	MA/II../9-12/2/b		SC/III.B/9-12/2/a	SS/LA/9-12/3/h		
	HP 6	2.7	MA/II../9-12/2/c		SC/III.B/9-12/3/a	SS/LA/9-12/3/i		
	HP 7	3.1	MA/II../9-12/2/d		SC/III.B/9-12/4/a	SS/LA/9-12/4/c		
	MA 1	3.2	MA/II../9-12/2/g		SC/IV.B/9-12/1/a	SS/LA/9-12/4/e		
	MA 2	3.3	MA/II../9-12/2/h		SC/IV.C/9-12/1/a	SS/LA/9-12/4/h		
	MA 3	3.4	MA/II../9-12/4/a		SC/VII.A/9-12/1/a	SS/LA/9-12/4/i		
	MA 5	3.5	MA/II../9-12/4/b		SC/VII.A/9-12/2/a	SS/IB/9-12/1/*		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA 6	3.6	MA / II.. / 9-12 / 4 / c		SC / VII.B / 9-12 / 3 / a	SS / I.B / 9-12 / 3 / *		
	SC.1	3.7	MA / II.. / 9-12 / 4 / d		SC / VII.C / 9-12 / 2 / a	SS / I.C / 9-12 / 1 / c		
	SC.2	3.8	MA / II.. / 9-12 / 4 / g			SS / I.C / 9-12 / 1 / d		
	SC.3	4.1	MA / II.. / 9-12 / 4 / h			SS / I.C / 9-12 / 1 / h		
	SC.4	4.5	MA / III.. / 9-12 / 1 / b			SS / I.C / 9-12 / 5 / c		
	SC.7	4.7	MA / III.. / 9-12 / 1 / c			SS / I.C / 9-12 / 5 / d		
	SC.8	4.8	MA / III.. / 9-12 / 1 / d			SS / I.C / 9-12 / 5 / h		
	SS.4		MA / III.. / 9-12 / 2 / b			SS / I.D / 9-12 / 4 / c		
			MA / III.. / 9-12 / 2 / c					
			MA / III.. / 9-12 / 2 / d					
			MA / III.. / 9-12 / 4 / b					
			MA / III.. / 9-12 / 4 / c					
			MA / III.. / 9-12 / 4 / d					
			MA / III.. / 9-12 / 5 / b					
			MA / III.. / 9-12 / 5 / c					
			MA / III.. / 9-12 / 5 / d					
			MA / IV.. / 9-12 / 1 / d					
			MA / IV.. / 9-12 / 2 / d					
			MA / IV.. / 9-12 / 3 / d					
			MA / V.. / 9-12 / 1 / a					
			MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
G 22	CA.1	1.4	MA/I.. /9-12/1/*	CA/I.. /9-12/1/c	SC/I.A/9-12/1/a	SS/I.A/9-12/1/c	HP/II.A/9-12/1/a	FA/IV.A/9-12/2/a
	CA.5	1.5	MA/I.. /9-12/2/*	CA/I.. /9-12/3/b	SC/I.A/9-12/3/a	SS/I.A/9-12/1/e	HP/II.A/9-12/3/a	
	CA.6	1.6	MA/I.. /9-12/3/*		SC/I.A/9-12/4/a	SS/I.A/9-12/1/h		
	FA.1	1.7	MA/II.. /9-12/1/a		SC/IB/9-12/1/a	SS/I.A/9-12/1/i		
	FA.2	1.8	MA/II.. /9-12/1/b		SC/II.A/9-12/1/a	SS/I.A/9-12/2/c		
	FA.5	1.10	MA/II.. /9-12/1/c		SC/II.A/9-12/2/a	SS/I.A/9-12/2/e		
	HP.1	2.1	MA/II.. /9-12/1/d		SC/II.B/9-12/1/a	SS/I.A/9-12/2/h		
	HP.2	2.2	MA/II.. /9-12/1/g		SC/II.B/9-12/2/a	SS/I.A/9-12/2/i		
	HP.3	2.3	MA/II.. /9-12/1/h		SC/II.C/9-12/1/a	SS/I.A/9-12/3/c		
	HP.4	2.5	MA/II.. /9-12/2/a		SC/III.B/9-12/1/a	SS/I.A/9-12/3/e		
	HP.5	2.6	MA/II.. /9-12/2/b		SC/III.B/9-12/2/a	SS/I.A/9-12/3/h		
	HP.6	2.7	MA/II.. /9-12/2/c		SC/III.B/9-12/3/a	SS/I.A/9-12/3/i		
	HP.7	3.1	MA/II.. /9-12/2/d		SC/III.B/9-12/4/a	SS/I.A/9-12/4/c		
	MA.1	3.2	MA/II.. /9-12/2/g		SC/IV.B/9-12/1/a	SS/I.A/9-12/4/e		
	MA.2	3.3	MA/II.. /9-12/2/h		SC/IV.C/9-12/1/a	SS/I.A/9-12/4/h		
	MA.3	3.4	MA/II.. /9-12/4/a		SC/VII.A/9-12/1/a	SS/I.A/9-12/4/i		
	MA.5	3.5	MA/II.. /9-12/4/b		SC/VII.A/9-12/2/a	SS/IB/9-12/1/*		
	MA.6	3.6	MA/II.. /9-12/4/c		SC/VII.B/9-12/3/a	SS/IB/9-12/3/*		
	SC.1	3.7	MA/II.. /9-12/4/d		SC/VII.C/9-12/2/a	SS/IC/9-12/1/c		
	SC.2	3.8	MA/II.. /9-12/4/g			SS/IC/9-12/1/d		
	SC.3	4.1	MA/II.. /9-12/4/h			SS/IC/9-12/1/h		
	SC.4	4.5	MA/III.. /9-12/1/b			SS/IC/9-12/5/c		
	SC.7	4.7	MA/III.. /9-12/1/c			SS/IC/9-12/5/d		
	SC.8	4.8	MA/III.. /9-12/1/d			SS/IC/9-12/5/h		
	SS.4		MA/III.. /9-12/2/b			SS/ID/9-12/4/c		
			MA/III.. /9-12/2/c					
			MA/III.. /9-12/2/d					
			MA/III.. /9-12/4/b					
			MA/III.. /9-12/4/c					
			MA/III.. /9-12/4/d					
			MA/III.. /9-12/5/b					
			MA/III.. /9-12/5/c					
			MA/III.. /9-12/5/d					
			MA/IV.. /9-12/1/d					
			MA/IV.. /9-12/2/d					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / IV.. / 9-12 / 3 / d					
			MA / V.. / 9-12 / 1 / a					
			MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
G.23	CA.1	1.4	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 1 / c	SC / I.A / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / c	HP / II.A / 9-12 / 1 / a	FA / IV.A / 9-12 / 2 / a
	CA.5	1.5	MA / I.. / 9-12 / 2 / *	CA / I.. / 9-12 / 3 / b	SC / I.A / 9-12 / 3 / a	SS / I.A / 9-12 / 1 / e	HP / II.A / 9-12 / 3 / a	
	CA.6	1.6	MA / I.. / 9-12 / 3 / *		SC / I.A / 9-12 / 4 / a	SS / I.A / 9-12 / 1 / h		
	FA.1	1.7	MA / II.. / 9-12 / 1 / a		SC / I.B / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / i		
	FA.2	1.8	MA / II.. / 9-12 / 1 / b		SC / II.A / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / c		
	FA.5	1.10	MA / II.. / 9-12 / 1 / c		SC / II.A / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / e		
	HP.1	2.1	MA / II.. / 9-12 / 1 / d		SC / II.B / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / h		
	HP.2	2.2	MA / II.. / 9-12 / 1 / g		SC / II.B / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / i		
	HP.3	2.3	MA / II.. / 9-12 / 1 / h		SC / II.C / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / c		
	HP.4	2.5	MA / II.. / 9-12 / 2 / a		SC / III.B / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / e		
	HP.5	2.6	MA / II.. / 9-12 / 2 / b		SC / III.B / 9-12 / 2 / a	SS / I.A / 9-12 / 3 / h		
	HP.6	2.7	MA / II.. / 9-12 / 2 / c		SC / III.B / 9-12 / 3 / a	SS / I.A / 9-12 / 3 / i		
	HP.7	3.1	MA / II.. / 9-12 / 2 / d		SC / III.B / 9-12 / 4 / a	SS / I.A / 9-12 / 4 / c		
	MA.1	3.2	MA / II.. / 9-12 / 2 / g		SC / IV.B / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / e		
	MA.2	3.3	MA / II.. / 9-12 / 2 / h		SC / IV.C / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / h		
	MA.3	3.4	MA / II.. / 9-12 / 4 / a		SC / VII.A / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / i		
	MA.5	3.5	MA / II.. / 9-12 / 4 / b		SC / VII.A / 9-12 / 2 / a	SS / I.B / 9-12 / 1 / *		
	MA.6	3.6	MA / II.. / 9-12 / 4 / c		SC / VII.B / 9-12 / 3 / a	SS / I.B / 9-12 / 3 / *		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.1	3.7	MA/II../9-12/4/d		SC/VII.C/9-12/2/a	SS/I.C/9-12/1/c		
	SC.2	3.8	MA/II../9-12/4/g			SS/I.C/9-12/1/d		
	SC.3	4.1	MA/II../9-12/4/h			SS/I.C/9-12/1/h		
	SC.4	4.5	MA/III../9-12/1/b			SS/I.C/9-12/5/c		
	SC.7	4.7	MA/III../9-12/1/c			SS/I.C/9-12/5/d		
	SC.8	4.8	MA/III../9-12/1/d			SS/I.C/9-12/5/h		
	SS.4		MA/III../9-12/2/b			SS/I.D/9-12/4/c		
			MA/III../9-12/2/c					
			MA/III../9-12/2/d					
			MA/III../9-12/4/b					
			MA/III../9-12/4/c					
			MA/III../9-12/4/d					
			MA/III../9-12/5/b					
			MA/III../9-12/5/c					
			MA/III../9-12/5/d					
			MA/IV../9-12/1/d					
			MA/IV../9-12/2/d					
			MA/IV../9-12/3/d					
			MA/V../9-12/1/a					
			MA/V../9-12/1/c					
			MA/V../9-12/2/a					
			MA/V../9-12/2/c					
			MA/V../9-12/3/a					
			MA/V../9-12/3/c					
			MA/V../9-12/4/a					
			MA/V../9-12/4/c					
			MA/VII../9-12/1/*					
			MA/VII../9-12/2/*					
			MA/VII../9-12/3/*					
			MA/VII../9-12/1/*					
			MA/VII../9-12/5/*					
			MA/IX../9-12/2/b					
			MA/IX../9-12/2/c					
			MA/X../9-12/4/*					
G.24	CA.1	1.4	MA/I../9-12/1/*	CA/I../9-12/1/c	SC/IA/9-12/1/a	SS/IA/9-12/1/c	HP/II.A/9-12/1/a	FA/IV.A/9-12/2/a

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA.5	1.5	MA / I.. / 9-12 / 2 / *	CA / I.. / 9-12 / 3 / b	SC / I.A / 9-12 / 3 / a	SS / I.A / 9-12 / 1 / e	HP / II.A / 9-12 / 3 / a	
	CA.6	1.6	MA / I.. / 9-12 / 3 / *		SC / I.A / 9-12 / 4 / a	SS / I.A / 9-12 / 1 / h		
	FA.1	1.7	MA / II.. / 9-12 / 1 / a		SC / I.B / 9-12 / 1 / a	SS / I.A / 9-12 / 1 / i		
	FA.2	1.8	MA / II.. / 9-12 / 1 / b		SC / II.A / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / c		
	FA.5	1.10	MA / II.. / 9-12 / 1 / c		SC / II.A / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / e		
	HP.1	2.1	MA / II.. / 9-12 / 1 / d		SC / II.B / 9-12 / 1 / a	SS / I.A / 9-12 / 2 / h		
	HP.2	2.2	MA / II.. / 9-12 / 1 / g		SC / II.B / 9-12 / 2 / a	SS / I.A / 9-12 / 2 / i		
	HP.3	2.3	MA / II.. / 9-12 / 1 / h		SC / II.C / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / c		
	HP.4	2.5	MA / II.. / 9-12 / 2 / a		SC / III.B / 9-12 / 1 / a	SS / I.A / 9-12 / 3 / e		
	HP.5	2.6	MA / II.. / 9-12 / 2 / b		SC / III.B / 9-12 / 2 / a	SS / I.A / 9-12 / 3 / h		
	HP.6	2.7	MA / II.. / 9-12 / 2 / c		SC / III.B / 9-12 / 3 / a	SS / I.A / 9-12 / 3 / i		
	HP.7	3.1	MA / II.. / 9-12 / 2 / d		SC / III.B / 9-12 / 4 / a	SS / I.A / 9-12 / 4 / c		
	MA.1	3.2	MA / II.. / 9-12 / 2 / g		SC / IV.B / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / e		
	MA.2	3.3	MA / II.. / 9-12 / 2 / h		SC / IV.C / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / h		
	MA.3	3.4	MA / II.. / 9-12 / 4 / a		SC / VII.A / 9-12 / 1 / a	SS / I.A / 9-12 / 4 / i		
	MA.5	3.5	MA / ... / 9-12 / 4 / b		SC / VII.A / 9-12 / 2 / a	SS / I.B / 9-12 / 1 / *		
	MA.6	3.6	MA / II.. / 9-12 / 4 / c		SC / VII.B / 9-12 / 3 / a	SS / I.B / 9-12 / 3 / *		
	SC.1	3.7	MA / II.. / 9-12 / 4 / d		SC / VII.C / 9-12 / 2 / a	SS / I.C / 9-12 / 1 / c		
	SC.2	3.8	MA / II.. / 9-12 / 4 / g			SS / I.C / 9-12 / 1 / d		
	SC.3	4.1	MA / II.. / 9-12 / 4 / h			SS / I.C / 9-12 / 1 / h		
	SC.4	4.5	MA / III.. / 9-12 / 1 / b			SS / I.C / 9-12 / 5 / c		
	SC.7	4.7	MA / III.. / 9-12 / 1 / c			SS / I.C / 9-12 / 5 / d		
	SC.8	4.8	MA / III.. / 9-12 / 1 / d			SS / I.C / 9-12 / 5 / h		
	SS.4		MA / III.. / 9-12 / 2 / b			SS / I.D / 9-12 / 4 / c		
			MA / III.. / 9-12 / 2 / c					
			MA / III.. / 9-12 / 2 / d					
			MA / III.. / 9-12 / 4 / b					
			MA / III.. / 9-12 / 4 / c					
			MA / III.. / 9-12 / 4 / d					
			MA / III.. / 9-12 / 5 / b					
			MA / III.. / 9-12 / 5 / c					
			MA / III.. / 9-12 / 5 / d					
			MA / IV.. / 9-12 / 1 / d					
			MA / IV.. / 9-12 / 2 / d					
			MA / IV.. / 9-12 / 3 / d					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/V../9-12/1/a					
			MA/V../9-12/1/c					
			MA/V../9-12/2/a					
			MA/V../9-12/2/c					
			MA/V../9-12/3/a					
			MA/V../9-12/3/c					
			MA/V../9-12/4/a					
			MA/V../9-12/4/c					
			MA/VII../9-12/1/*					
			MA/VII../9-12/2/*					
			MA/VII../9-12/3/*					
			MA/VII../9-12/4/*					
			MA/VII../9-12/5/*					
			MA/IX../9-12/2/b					
			MA/IX../9-12/2/c					
			MA/X../9-12/4/*					
H.1	CA.1	1.4	MA/I../9-12/1/c			SS/II.B/9-12/1/c	HP/II.A/9-12/1/a	
	CA.3	1.5	MA/I../9-12/2/c			SS/II.B/9-12/1/h		
	CA.6	1.8	MA/I../9-12/3/c			SS/II.B/9-12/1/i		
	CA.7	1.10	MA/I../9-12/4/c			SS/II.B/9-12/1/m		
	HP.1	2.2	MA/II../9-12/1/a			SS/II.B/9-12/1/n		
	HP.2	2.3	MA/II../9-12/1/c			SS/II.B/9-12/1/o		
	HP.4	2.6	MA/II../9-12/1/d			SS/II.B/9-12/2/c		
	HP.6	2.7	MA/II../9-12/1/e			SS/II.B/9-12/2/h		
	HP.7	3.1	MA/II../9-12/1/f			SS/II.B/9-12/2/i		
	MA.1	3.2	MA/II../9-12/1/g			SS/II.B/9-12/2/m		
	MA.2	3.3	MA/II../9-12/1/h			SS/II.B/9-12/2/n		
	MA.3	3.4	MA/II../9-12/2/a			SS/II.B/9-12/2/o		
	MA.5	3.5	MA/II../9-12/2/c			SS/II.B/9-12/4/c		
	MA.6	3.6	MA/II../9-12/2/d			SS/II.B/9-12/4/h		
	SC.7	3.7	MA/II../9-12/2/e			SS/II.B/9-12/4/i		
	SC.8	3.8	MA/II../9-12/2/f			SS/II.B/9-12/4/m		
	SS.1	4.1	MA/II../9-12/2/g			SS/II.B/9-12/4/n		
	SS.2	4.3	MA/II../9-12/2/h			SS/II.B/9-12/4/o		
	SS.3	4.4	MA/II../9-12/3/a			SS/II.C/9-12/3/i		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS.4	4.5	MA / II.. / 9-12 / 3 / c			SS / II.C / 9-12 / 4 / l		
	SS.5	4.6	MA / II.. / 9-12 / 3 / d			SS / II.C / 9-12 / 5 / l		
	SS.6	4.7	MA / II.. / 9-12 / 3 / e			SS / II.C / 9-12 / 6 / i		
		4.8	MA / II.. / 9-12 / 3 / f			SS / II.C / 9-12 / 7 / i		
			MA / II.. / 9-12 / 3 / g			SS / II.D / 9-12 / 1 / c		
			MA / II.. / 9-12 / 3 / h			SS / II.D / 9-12 / 1 / d		
			MA / II.. / 9-12 / 4 / a			SS / II.D / 9-12 / 1 / h		
			MA / II.. / 9-12 / 4 / c			SS / II.D / 9-12 / 2 / c		
			MA / II.. / 9-12 / 4 / d			SS / II.D / 9-12 / 2 / d		
			MA / II.. / 9-12 / 4 / e			SS / II.D / 9-12 / 2 / h		
			MA / II.. / 9-12 / 4 / f			SS / II.D / 9-12 / 4 / c		
			MA / II.. / 9-12 / 4 / g			SS / II.D / 9-12 / 4 / d		
			MA / II.. / 9-12 / 4 / h			SS / II.D / 9-12 / 4 / h		
			MA / III.. / 9-12 / 1 / *			SS / II.D / 9-12 / 8 / c		
			MA / III.. / 9-12 / 2 / *			SS / II.D / 9-12 / 8 / d		
			MA / III.. / 9-12 / 3 / *			SS / II.D / 9-12 / 8 / h		
			MA / III.. / 9-12 / 4 / *			SS / II.D / 9-12 / 9 / c		
			MA / III.. / 9-12 / 5 / *			SS / II.D / 9-12 / 9 / d		
			MA / IV.. / 9-12 / 1 / a			SS / II.D / 9-12 / 9 / h		
			MA / IV.. / 9-12 / 1 / b			SS / II.E / 9-12 / 1 / e		
			MA / IV.. / 9-12 / 1 / c			SS / II.E / 9-12 / 1 / f		
			MA / IV.. / 9-12 / 1 / d			SS / II.E / 9-12 / 1 / g		
			MA / IV.. / 9-12 / 2 / a			SS / II.E / 9-12 / 1 / k		
			MA / IV.. / 9-12 / 2 / b			SS / II.E / 9-12 / 2 / e		
			MA / IV.. / 9-12 / 2 / c			SS / II.E / 9-12 / 2 / f		
			MA / IV.. / 9-12 / 2 / d			SS / II.E / 9-12 / 2 / g		
			MA / IV.. / 9-12 / 3 / a			SS / II.E / 9-12 / 2 / k		
			MA / IV.. / 9-12 / 3 / b			SS / II.E / 9-12 / 3 / e		
			MA / IV.. / 9-12 / 3 / c			SS / II.E / 9-12 / 3 / f		
			MA / IV.. / 9-12 / 3 / d			SS / II.E / 9-12 / 3 / g		
			MA / V.. / 9-12 / 1 / a			SS / II.E / 9-12 / 3 / k		
			MA / V.. / 9-12 / 1 / c			SS / II.E / 9-12 / 4 / e		
			MA / V.. / 9-12 / 4 / a			SS / II.E / 9-12 / 4 / f		
			MA / V.. / 9-12 / 4 / c			SS / II.E / 9-12 / 4 / g		
			MA / VI.. / 9-12 / 1 / b			SS / II.E / 9-12 / 4 / k		

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / VI... / 9-12 / 1 / i			SS / II.E / 9-12 / 5 / e		
			MA / VI... / 9-12 / 1 / j			SS / II.E / 9-12 / 5 / f		
			MA / VII... / 9-12 / 1 / a			SS / II.E / 9-12 / 5 / g		
			MA / VII... / 9-12 / 1 / l			SS / II.E / 9-12 / 5 / k		
			MA / VII... / 9-12 / 2 / a			SS / II.E / 9-12 / 6 / e		
			MA / VII... / 9-12 / 2 / l			SS / II.E / 9-12 / 6 / f		
			MA / VII... / 9-12 / 3 / a			SS / II.E / 9-12 / 6 / g		
			MA / VII... / 9-12 / 3 / l			SS / II.E / 9-12 / 6 / k		
			MA / VII... / 9-12 / 4 / a			SS / III.A / 9-12 / 2 / b		
			MA / VII... / 9-12 / 4 / l			SS / III.A / 9-12 / 2 / c		
			MA / VII... / 9-12 / 5 / a			SS / III.A / 9-12 / 2 / h		
			MA / VII... / 9-12 / 5 / l			SS / III.A / 9-12 / 2 / o		
						SS / III.A / 9-12 / 3 / c		
						SS / III.A / 9-12 / 3 / d		
						SS / III.A / 9-12 / 4 / c		
						SS / III.A / 9-12 / 4 / d		
						SS / III.A / 9-12 / 5 / c		
						SS / III.A / 9-12 / 5 / d		
						SS / III.D / 9-12 / 1 / c		
						SS / III.D / 9-12 / 1 / g		
						SS / III.D / 9-12 / 1 / h		
						SS / III.D / 9-12 / 1 / l		
						SS / III.D / 9-12 / 2 / c		
						SS / III.D / 9-12 / 2 / g		
						SS / III.D / 9-12 / 2 / h		
						SS / III.D / 9-12 / 2 / l		
						SS / III.D / 9-12 / 3 / c		
						SS / III.D / 9-12 / 3 / g		
						SS / III.D / 9-12 / 3 / h		
						SS / III.D / 9-12 / 3 / l		
						SS / III.D / 9-12 / 4 / c		
						SS / III.D / 9-12 / 4 / g		
						SS / III.D / 9-12 / 4 / h		
						SS / III.D / 9-12 / 4 / l		
						SS / III.E / 9-12 / 4 / d		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS / III.E / 9-12 / 4 / j		
						SS / III.E / 9-12 / 4 / p		
H.2	CA.1	1.4	MA / I.. / 9-12 / 1 / c			SS / II.B / 9-12 / 1 / c	HP / II.A / 9-12 / 1 / a	
	CA.3	1.5	MA / I.. / 9-12 / 2 / c			SS / II.B / 9-12 / 1 / h		
	CA.6	1.8	MA / I.. / 9-12 / 3 / c			SS / II.B / 9-12 / 1 / l		
	CA.7	1.10	MA / I.. / 9-12 / 4 / c			SS / II.B / 9-12 / 1 / m		
	HP.1	2.2	MA / II.. / 9-12 / 1 / a			SS / II.B / 9-12 / 1 / n		
	HP.2	2.3	MA / II.. / 9-12 / 1 / c			SS / II.B / 9-12 / 1 / o		
	HP.4	2.6	MA / II.. / 9-12 / 1 / d			SS / II.B / 9-12 / 2 / c		
	HP.6	2.7	MA / II.. / 9-12 / 1 / e			SS / II.B / 9-12 / 2 / h		
	HP.7	3.1	MA / II.. / 9-12 / 1 / f			SS / II.B / 9-12 / 2 / l		
	MA.1	3.2	MA / II.. / 9-12 / 1 / g			SS / II.B / 9-12 / 2 / m		
	MA.2	3.3	MA / II.. / 9-12 / 1 / h			SS / II.B / 9-12 / 2 / n		
	MA.3	3.4	MA / II.. / 9-12 / 2 / a			SS / II.B / 9-12 / 2 / o		
	MA.5	3.5	MA / II.. / 9-12 / 2 / c			SS / II.B / 9-12 / 4 / c		
	MA.6	3.6	MA / II.. / 9-12 / 2 / d			SS / II.B / 9-12 / 4 / h		
	SC.7	3.7	MA / II.. / 9-12 / 2 / e			SS / II.B / 9-12 / 4 / l		
	SC.8	3.8	MA / II.. / 9-12 / 2 / f			SS / II.B / 9-12 / 4 / m		
	SS.1	4.1	MA / II.. / 9-12 / 2 / g			SS / II.B / 9-12 / 4 / n		
	SS.2	4.3	MA / II.. / 9-12 / 2 / h			SS / II.B / 9-12 / 4 / o		
	SS.3	4.4	MA / II.. / 9-12 / 3 / a			SS / II.C / 9-12 / 3 / l		
	SS.4	4.5	MA / II.. / 9-12 / 3 / c			SS / II.C / 9-12 / 4 / i		
	SS.5	4.6	MA / II.. / 9-12 / 3 / d			SS / II.C / 9-12 / 5 / i		
	SS.6	4.7	MA / II.. / 9-12 / 3 / e			SS / II.C / 9-12 / 6 / l		
		4.8	MA / II.. / 9-12 / 3 / f			SS / II.C / 9-12 / 7 / i		
			MA / II.. / 9-12 / 3 / g			SS / II.D / 9-12 / 1 / c		
			MA / II.. / 9-12 / 3 / h			SS / II.D / 9-12 / 1 / d		
			MA / II.. / 9-12 / 4 / a			SS / II.D / 9-12 / 1 / h		
			MA / II.. / 9-12 / 4 / c			SS / II.D / 9-12 / 2 / c		
			MA / II.. / 9-12 / 4 / d			SS / II.D / 9-12 / 2 / d		
			MA / II.. / 9-12 / 4 / e			SS / II.D / 9-12 / 2 / h		
			MA / II.. / 9-12 / 4 / f			SS / II.D / 9-12 / 4 / c		
			MA / II.. / 9-12 / 4 / g			SS / II.D / 9-12 / 4 / d		
			MA / II.. / 9-12 / 4 / h			SS / II.D / 9-12 / 4 / h		
			MA / III.. / 9-12 / 1 / *			SS / II.D / 9-12 / 8 / c		

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/III./9-12/2/*			SS/II.D/9-12/8/d		
			MA/III./9-12/3/*			SS/II.D/9-12/8/h		
			MA/III./9-12/4/*			SS/II.D/9-12/9/c		
			MA/III./9-12/5/*			SS/II.D/9-12/9/d		
			MA/IV./9-12/1/a			SS/II.D/9-12/9/h		
			MA/IV./9-12/1/b			SS/II.E/9-12/1/e		
			MA/IV./9-12/1/c			SS/II.E/9-12/1/f		
			MA/IV./9-12/1/d			SS/II.E/9-12/1/g		
			MA/IV./9-12/2/a			SS/II.E/9-12/1/k		
			MA/IV./9-12/2/b			SS/II.E/9-12/2/e		
			MA/IV./9-12/2/c			SS/II.E/9-12/2/f		
			MA/IV./9-12/2/d			SS/II.E/9-12/2/g		
			MA/IV./9-12/3/a			SS/II.E/9-12/2/h		
			MA/IV./9-12/3/b			SS/II.E/9-12/3/e		
			MA/IV./9-12/3/c			SS/II.E/9-12/3/f		
			MA/IV./9-12/3/d			SS/II.E/9-12/3/g		
			MA/V./9-12/1/a			SS/II.E/9-12/3/h		
			MA/V./9-12/1/c			SS/II.E/9-12/4/e		
			MA/V./9-12/4/a			SS/II.E/9-12/4/f		
			MA/V./9-12/4/c			SS/II.E/9-12/4/g		
			MA/VI./9-12/1/b			SS/II.E/9-12/4/h		
			MA/VI./9-12/1/i			SS/II.E/9-12/5/e		
			MA/VI./9-12/1/j			SS/II.E/9-12/5/f		
			MA/VII./9-12/1/a			SS/II.E/9-12/5/g		
			MA/VII./9-12/1/i			SS/II.E/9-12/5/h		
			MA/VII./9-12/2/a			SS/II.E/9-12/6/e		
			MA/VII./9-12/2/i			SS/II.E/9-12/6/f		
			MA/VII./9-12/3/a			SS/II.E/9-12/6/g		
			MA/VII./9-12/3/i			SS/II.E/9-12/6/h		
			MA/VII./9-12/4/a			SS/III.A/9-12/2/b		
			MA/VII./9-12/4/i			SS/III.A/9-12/2/c		
			MA/VII./9-12/5/a			SS/III.A/9-12/2/h		
			MA/VII./9-12/5/i			SS/III.A/9-12/2/o		
						SS/III.A/9-12/3/c		
						SS/III.A/9-12/3/d		

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/III.A/9-12/4/c		
						SS/III.A/9-12/4/d		
						SS/III.A/9-12/5/c		
						SS/III.A/9-12/5/d		
						SS/III.D/9-12/1/c		
						SS/III.D/9-12/1/g		
						SS/III.D/9-12/1/h		
						SS/III.D/9-12/1/i		
						SS/III.D/9-12/2/c		
						SS/III.D/9-12/2/g		
						SS/III.D/9-12/2/h		
						SS/III.D/9-12/2/i		
						SS/III.D/9-12/3/c		
						SS/III.D/9-12/3/g		
						SS/III.D/9-12/3/h		
						SS/III.D/9-12/3/i		
						SS/III.D/9-12/4/c		
						SS/III.D/9-12/4/g		
						SS/III.D/9-12/4/h		
						SS/III.D/9-12/4/i		
						SS/III.E/9-12/4/d		
						SS/III.E/9-12/4/j		
						SS/III.E/9-12/4/p		
H.3	CA.1	1.4	MA/I.L./9-12/1/*	CA/I.L./9-12/1/c	SC/I.A/9-12/1/a	SS/I.A/9-12/1/c	HP/II.A/9-12/1/a	FA/IV.A/9-12/2/a
	CA.5	1.5	MA/I.L./9-12/2/*	CA/I.L./9-12/3/b	SC/I.A/9-12/3/a	SS/I.A/9-12/1/e	HP/II.A/9-12/3/a	
	CA.6	1.6	MA/I.L./9-12/3/*		SC/I.A/9-12/4/a	SS/I.A/9-12/1/h		
	FA.1	1.7	MA/II.L./9-12/1/a		SC/II.B/9-12/1/a	SS/I.A/9-12/1/i		
	FA.2	1.8	MA/II.L./9-12/1/b		SC/II.A/9-12/1/a	SS/I.A/9-12/2/c		
	FA.5	1.10	MA/II.L./9-12/1/c		SC/II.A/9-12/2/a	SS/I.A/9-12/2/e		
	HP.1	2.1	MA/II.L./9-12/1/d		SC/II.B/9-12/1/a	SS/I.A/9-12/2/h		
	HP.2	2.2	MA/II.L./9-12/1/g		SC/II.B/9-12/2/a	SS/I.A/9-12/2/i		
	HP.3	2.3	MA/II.L./9-12/1/h		SC/II.C/9-12/1/a	SS/I.A/9-12/3/c		
	HP.4	2.5	MA/II.L./9-12/2/a		SC/III.B/9-12/1/a	SS/I.A/9-12/3/e		
	HP.5	2.6	MA/II.L./9-12/2/b		SC/III.B/9-12/2/a	SS/I.A/9-12/3/h		
	HP.6	2.7	MA/II.L./9-12/2/c		SC/III.B/9-12/3/a	SS/I.A/9-12/3/i		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.7	3.1	MA/II./9-12/2/d		SC/III.B/9-12/4/a	SS/IA/9-12/4/c		
	MA.1	3.2	MA/II./9-12/2/g		SC/IV.B/9-12/1/a	SS/IA/9-12/4/e		
	MA.2	3.3	MA/II./9-12/2/h		SC/IV.C/9-12/1/a	SS/IA/9-12/4/h		
	MA.3	3.4	MA/II./9-12/4/a		SC/VII.A/9-12/1/a	SS/IA/9-12/4/i		
	MA.5	3.5	MA/II./9-12/4/b		SC/VII.A/9-12/2/a	SS/IB/9-12/1/*		
	MA.6	3.6	MA/II./9-12/4/c		SC/VII.B/9-12/3/a	SS/IB/9-12/3/*		
	SC.1	3.7	MA/II./9-12/4/d		SC/VII.C/9-12/2/a	SS/IC/9-12/1/c		
	SC.2	3.8	MA/II./9-12/4/g			SS/IC/9-12/1/d		
	SC.3	4.1	MA/II./9-12/4/h			SS/IC/9-12/1/h		
	SC.4	4.5	MA/III./9-12/1/b			SS/IC/9-12/5/c		
	SC.7	4.7	MA/III./9-12/1/c			SS/IC/9-12/5/d		
	SC.8	4.8	MA/III./9-12/1/d			SS/IC/9-12/5/h		
	SS.4		MA/III./9-12/2/b			SS/ID/9-12/4/c		
			MA/III./9-12/2/c					
			MA/III./9-12/2/d					
			MA/III./9-12/4/b					
			MA/III./9-12/4/c					
			MA/III./9-12/4/d					
			MA/III./9-12/5/b					
			MA/III./9-12/5/c					
			MA/III./9-12/5/d					
			MA/IV./9-12/1/d					
			MA/IV./9-12/2/d					
			MA/IV./9-12/3/d					
			MA/V./9-12/1/a					
			MA/V./9-12/1/c					
			MA/V./9-12/2/a					
			MA/V./9-12/2/c					
			MA/V./9-12/3/a					
			MA/V./9-12/3/c					
			MA/V./9-12/4/a					
			MA/V./9-12/4/c					
			MA/VII./9-12/1/*					
			MA/VII./9-12/2/*					
			MA/VII./9-12/3/*					

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
H.4	CA.1	1.4	MA / I.. / 9-12 / 1 / c			SS / II.B / 9-12 / 1 / c	HP / II.A / 9-12 / 1 / a	
	CA.3	1.5	MA / I.. / 9-12 / 2 / c			SS / II.B / 9-12 / 1 / h		
	CA.6	1.8	MA / I.. / 9-12 / 3 / c			SS / II.B / 9-12 / 1 / i		
	CA.7	1.10	MA / I.. / 9-12 / 4 / c			SS / II.B / 9-12 / 1 / m		
	HP.1	2.2	MA / II.. / 9-12 / 1 / a			SS / II.B / 9-12 / 2 / c		
	HP.2	2.3	MA / II.. / 9-12 / 1 / c			SS / II.B / 9-12 / 2 / h		
	HR.4	2.6	MA / II.. / 9-12 / 1 / d			SS / II.B / 9-12 / 2 / i		
	HP.6	2.7	MA / II.. / 9-12 / 1 / e			SS / II.B / 9-12 / 2 / m		
	HP.7	3.1	MA / II.. / 9-12 / 1 / f			SS / II.B / 9-12 / 2 / n		
	MA.1	3.2	MA / II.. / 9-12 / 1 / g			SS / II.B / 9-12 / 2 / o		
	MA.2	3.3	MA / II.. / 9-12 / 1 / h			SS / II.B / 9-12 / 4 / c		
	MA.3	3.4	MA / II.. / 9-12 / 2 / a			SS / II.B / 9-12 / 4 / h		
	MA.5	3.5	MA / II.. / 9-12 / 2 / c			SS / II.B / 9-12 / 4 / i		
	MA.6	3.6	MA / II.. / 9-12 / 2 / d			SS / II.B / 9-12 / 4 / m		
	SC.7	3.7	MA / II.. / 9-12 / 2 / e			SS / II.B / 9-12 / 4 / n		
	SC.8	3.8	MA / II.. / 9-12 / 2 / f			SS / II.B / 9-12 / 4 / o		
	SS.1	4.1	MA / II.. / 9-12 / 2 / g			SS / II.C / 9-12 / 3 / i		
	SS.2	4.3	MA / II.. / 9-12 / 2 / h			SS / II.C / 9-12 / 4 / i		
	SS.3	4.4	MA / II.. / 9-12 / 3 / a			SS / II.C / 9-12 / 5 / i		
	SS.4	4.5	MA / II.. / 9-12 / 3 / c			SS / II.C / 9-12 / 6 / i		
	SS.5	4.6	MA / II.. / 9-12 / 3 / d			SS / II.C / 9-12 / 7 / i		
	SS.6	4.7	MA / II.. / 9-12 / 3 / e			SS / II.D / 9-12 / 1 / c		
		4.8	MA / II.. / 9-12 / 3 / f			SS / II.D / 9-12 / 1 / d		
			MA / II.. / 9-12 / 3 / g			SS / II.D / 9-12 / 1 / h		
			MA / II.. / 9-12 / 3 / h			SS / II.D / 9-12 / 2 / c		
			MA / II.. / 9-12 / 4 / a			SS / II.D / 9-12 / 2 / h		
			MA / II.. / 9-12 / 4 / c			SS / II.D / 9-12 / 4 / c		
			MA / II.. / 9-12 / 4 / d			SS / II.D / 9-12 / 4 / d		
			MA / II.. / 9-12 / 4 / e			SS / II.D / 9-12 / 4 / h		
			MA / II.. / 9-12 / 4 / f			SS / II.D / 9-12 / 8 / c		

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA/II.. /9-12 /4 /g			SS/II.D/9-12 /8 /d		
			MA/II.. /9-12 /4 /h			SS/II.D/9-12 /8 /h		
			MA/III.. /9-12 /1 /*			SS/II.D/9-12 /9 /c		
			MA/III.. /9-12 /2 /*			SS/II.D/9-12 /9 /d		
			MA/III.. /9-12 /3 /*			SS/II.D/9-12 /9 /h		
			MA/III.. /9-12 /4 /*			SS/II.E/9-12 /1 /e		
			MA/III.. /9-12 /5 /*			SS/II.E/9-12 /1 /f		
			MA/IV.. /9-12 /1 /a			SS/II.E/9-12 /1 /g		
			MA/IV.. /9-12 /1 /b			SS/II.E/9-12 /1 /k		
			MA/IV.. /9-12 /1 /c			SS/II.E/9-12 /2 /e		
			MA/IV.. /9-12 /1 /d			SS/II.E/9-12 /2 /f		
			MA/IV.. /9-12 /2 /a			SS/II.E/9-12 /2 /g		
			MA/IV.. /9-12 /2 /b			SS/II.E/9-12 /2 /k		
			MA/IV.. /9-12 /2 /c			SS/II.E/9-12 /3 /e		
			MA/IV.. /9-12 /2 /d			SS/II.E/9-12 /3 /f		
			MA/IV.. /9-12 /3 /a			SS/II.E/9-12 /3 /g		
			MA/IV.. /9-12 /3 /b			SS/II.E/9-12 /3 /k		
			MA/IV.. /9-12 /3 /c			SS/II.E/9-12 /4 /e		
			MA/IV.. /9-12 /3 /d			SS/II.E/9-12 /4 /f		
			MA/V.. /9-12 /1 /a			SS/II.E/9-12 /4 /g		
			MA/V.. /9-12 /1 /c			SS/II.E/9-12 /4 /k		
			MA/V.. /9-12 /4 /a			SS/II.E/9-12 /5 /e		
			MA/V.. /9-12 /4 /c			SS/II.E/9-12 /5 /f		
			MA/VI.. /9-12 /1 /b			SS/II.E/9-12 /5 /g		
			MA/VI.. /9-12 /1 /i			SS/II.E/9-12 /5 /k		
			MA/VI.. /9-12 /1 /j			SS/II.E/9-12 /6 /e		
			MA/VII.. /9-12 /1 /a			SS/II.E/9-12 /6 /f		
			MA/VII.. /9-12 /1 /l			SS/II.E/9-12 /6 /g		
			MA/VII.. /9-12 /2 /a			SS/II.E/9-12 /6 /k		
			MA/VII.. /9-12 /2 /f			SS/III.A/9-12 /2 /b		
			MA/VII.. /9-12 /3 /a			SS/III.A/9-12 /2 /c		
			MA/VII.. /9-12 /3 /l			SS/III.A/9-12 /2 /h		
			MA/VII.. /9-12 /4 /a			SS/III.A/9-12 /2 /o		
			MA/VII.. /9-12 /4 /l			SS/III.A/9-12 /3 /c		
			MA/VII.. /9-12 /5 /a			SS/III.A/9-12 /3 /d		

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / VII. / 9-12 / 5 / l			SS / III.A / 9-12 / 4 / c SS / III.A / 9-12 / 4 / d SS / III.A / 9-12 / 5 / c SS / III.A / 9-12 / 5 / d SS / III.D / 9-12 / 1 / c SS / III.D / 9-12 / 1 / g SS / III.D / 9-12 / 1 / h SS / III.D / 9-12 / 1 / i SS / III.D / 9-12 / 2 / c SS / III.D / 9-12 / 2 / g SS / III.D / 9-12 / 2 / h SS / III.D / 9-12 / 2 / i SS / III.D / 9-12 / 3 / c SS / III.D / 9-12 / 3 / g SS / III.D / 9-12 / 3 / h SS / III.D / 9-12 / 3 / i SS / III.D / 9-12 / 4 / c SS / III.D / 9-12 / 4 / g SS / III.D / 9-12 / 4 / i SS / III.E / 9-12 / 4 / d SS / III.E / 9-12 / 4 / j SS / III.E / 9-12 / 4 / p		
I.1	CA.1	1.1	MA / I. / 9-12 / 1 / *	CA / I. / 9-12 / 1 / *	SC / I.A / 9-12 / 1 / a	SS / II.B / 9-12 / 5 / *		FA / IV.A / 9-12 / 4 / a
	CA.2	1.2	MA / I. / 9-12 / 2 / *	CA / II. / 9-12 / 3 / a	SC / I.A / 9-12 / 2 / a	SS / II.C / 9-12 / 3 / *		
	CA.3	1.3	MA / I. / 9-12 / 3 / *	CA / II. / 9-12 / 6 / a	SC / I.A / 9-12 / 3 / a	SS / II.C / 9-12 / 4 / *		
	CA.4	1.4	MA / II. / 9-12 / 1 / a		SC / I.A / 9-12 / 4 / a			
	CA.5	1.5	MA / II. / 9-12 / 1 / b		SC / II.A / 9-12 / 1 / a			
	CA.6	1.6	MA / II. / 9-12 / 1 / c		SC / II.A / 9-12 / 2 / a			
	CA.7	1.7	MA / II. / 9-12 / 1 / d		SC / II.B / 9-12 / 1 / a			
	FA.1	1.8	MA / II. / 9-12 / 1 / g		SC / II.B / 9-12 / 2 / a			
	FA.2	1.9	MA / II. / 9-12 / 1 / h					
	FA.3	1.10	MA / II. / 9-12 / 2 / a					
	FA.4	2.1	MA / II. / 9-12 / 2 / b					
	FA.5	2.2	MA / II. / 9-12 / 2 / c					
	HP.1	2.3	MA / II. / 9-12 / 2 / d					

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.2	2.4	MA / II.. / 9-12 / 2 / g					
	HP.3	2.5	MA / II.. / 9-12 / 2 / h					
	HP.4	2.6	MA / II.. / 9-12 / 4 / a					
	HP.5	2.7	MA / II.. / 9-12 / 4 / b					
	HP.6	3.1	MA / II.. / 9-12 / 4 / c					
	HP.7	3.2	MA / II.. / 9-12 / 4 / d					
	MA.1	3.3	MA / II.. / 9-12 / 4 / g					
	MA.2	3.4	MA / II.. / 9-12 / 4 / h					
	MA.3	3.5	MA / III.. / 9-12 / 1 / b					
	MA.4	3.6	MA / III.. / 9-12 / 1 / c					
	MA.5	3.7	MA / III.. / 9-12 / 1 / d					
	MA.6	4.1	MA / III.. / 9-12 / 2 / b					
	SC.1	4.2	MA / III.. / 9-12 / 2 / c					
	SC.2	4.3	MA / III.. / 9-12 / 2 / d					
	SC.3	4.4	MA / III.. / 9-12 / 4 / b					
	SC.4	4.5	MA / III.. / 9-12 / 4 / c					
	SC.7	4.6	MA / III.. / 9-12 / 4 / d					
	SC.8	4.7	MA / III.. / 9-12 / 5 / b					
	SS.1	4.8	MA / III.. / 9-12 / 5 / c					
	SS.2		MA / III.. / 9-12 / 5 / d					
	SS.3		MA / IV.. / 9-12 / 1 / d					
	SS.4		MA / IV.. / 9-12 / 2 / d					
	SS.5		MA / IV.. / 9-12 / 3 / d					
	SS.6		MA / V.. / 9-12 / 1 / a					
	SS.7		MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
			MA / VII.. / 9-12 / 5 / *					
			MA / IX.. / 9-12 / 2 / b					
			MA / IX.. / 9-12 / 2 / c					
			MA / X.. / 9-12 / 4 / *					
12	CA.1	1.1	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 1 / *	SC / I.A / 9-12 / 1 / a	SS / II.B / 9-12 / 5 / *		FA / IV.A / 9-12 / 4 / a
	CA.2	1.2	MA / I.. / 9-12 / 2 / *	CA / II.. / 9-12 / 3 / a	SC / I.A / 9-12 / 2 / a	SS / II.C / 9-12 / 3 / *		
	CA.3	1.3	MA / I.. / 9-12 / 3 / *	CA / II.. / 9-12 / 6 / a	SC / I.A / 9-12 / 3 / a	SS / II.C / 9-12 / 4 / *		
	CA.4	1.4	MA / II.. / 9-12 / 1 / a		SC / I.A / 9-12 / 4 / a			
	CA.5	1.5	MA / II.. / 9-12 / 1 / b		SC / II.A / 9-12 / 1 / a			
	CA.6	1.6	MA / II.. / 9-12 / 1 / c		SC / II.A / 9-12 / 2 / a			
	CA.7	1.7	MA / II.. / 9-12 / 1 / d		SC / II.B / 9-12 / 1 / a			
	FA.1	1.8	MA / II.. / 9-12 / 1 / g		SC / II.B / 9-12 / 2 / a			
	FA.2	1.9	MA / II.. / 9-12 / 1 / h					
	FA.3	1.10	MA / II.. / 9-12 / 2 / a					
	FA.4	2.1	MA / II.. / 9-12 / 2 / b					
	FA.5	2.2	MA / II.. / 9-12 / 2 / c					
	HP.1	2.3	MA / II.. / 9-12 / 2 / d					
	HP.2	2.4	MA / II.. / 9-12 / 2 / g					
	HP.3	2.5	MA / II.. / 9-12 / 2 / h					
	HP.4	2.6	MA / II.. / 9-12 / 4 / a					
	HP.5	2.7	MA / II.. / 9-12 / 4 / b					
	HP.6	3.1	MA / II.. / 9-12 / 4 / c					
	HP.7	3.2	MA / II.. / 9-12 / 4 / d					
	MA.1	3.3	MA / II.. / 9-12 / 4 / g					
	MA.2	3.4	MA / II.. / 9-12 / 4 / h					
	MA.3	3.5	MA / III.. / 9-12 / 1 / b					
	MA.4	3.6	MA / III.. / 9-12 / 1 / c					
	MA.5	3.7	MA / III.. / 9-12 / 1 / d					
	MA.6	4.1	MA / III.. / 9-12 / 2 / b					
	SC.1	4.2	MA / III.. / 9-12 / 2 / c					
	SC.2	4.3	MA / III.. / 9-12 / 2 / d					
	SC.3	4.4	MA / III.. / 9-12 / 4 / b					
	SC.4	4.5	MA / III.. / 9-12 / 4 / c					
	SC.7	4.6	MA / III.. / 9-12 / 4 / d					
	SC.8	4.7	MA / III.. / 9-12 / 5 / b					

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS.1	4.8	MA/III.. /9-12 /5 /c					
	SS.2		MA/III.. /9-12 /5 /d					
	SS.3		MA/IV.. /9-12 /1 /d					
	SS.4		MA/IV.. /9-12 /2 /d					
	SS.5		MA/IV.. /9-12 /3 /d					
	SS.6		MA/V.. /9-12 /1 /a					
	SS.7		MA/V.. /9-12 /1 /c					
			MA/V.. /9-12 /2 /a					
			MA/V.. /9-12 /2 /c					
			MA/V.. /9-12 /3 /a					
			MA/V.. /9-12 /3 /c					
			MA/V.. /9-12 /4 /a					
			MA/V.. /9-12 /4 /c					
			MA/VII.. /9-12 /1 /*					
			MA/VII.. /9-12 /2 /*					
			MA/VII.. /9-12 /3 /*					
			MA/VII.. /9-12 /4 /*					
			MA/VII.. /9-12 /5 /*					
			MA/IX.. /9-12 /2 /b					
			MA/IX.. /9-12 /2 /c					
			MA/X.. /9-12 /4 /*					
1.3	CA.1	1.1	MA/I.. /9-12 /1 /*	CA/I.. /9-12 /1 /*	SC/IA/9-12 /1 /a	SS/II.B/9-12 /5 /*		FA/IV.A/9-12 /4 /a
	CA.2	1.2	MA/I.. /9-12 /2 /*	CA/II.. /9-12 /3 /a	SC/IA/9-12 /2 /a	SS/II.C/9-12 /3 /*		
	CA.3	1.3	MA/I.. /9-12 /3 /*	CA/II.. /9-12 /6 /a	SC/IA/9-12 /3 /a	SS/II.C/9-12 /4 /*		
	CA.4	1.4	MA/II.. /9-12 /1 /a		SC/IA/9-12 /4 /a			
	CA.5	1.5	MA/II.. /9-12 /1 /b		SC/II.A/9-12 /1 /a			
	CA.6	1.6	MA/II.. /9-12 /1 /c		SC/II.A/9-12 /2 /a			
	CA.7	1.7	MA/II.. /9-12 /1 /d		SC/II.B/9-12 /1 /a			
	FA.1	1.8	MA/II.. /9-12 /1 /g		SC/II.B/9-12 /2 /a			
	FA.2	1.9	MA/II.. /9-12 /1 /h					
	FA.3	1.10	MA/II.. /9-12 /2 /a					
	FA.4	2.1	MA/II.. /9-12 /2 /b					
	FA.5	2.2	MA/II.. /9-12 /2 /c					
	HP.1	2.3	MA/II.. /9-12 /2 /d					
	HP.2	2.4	MA/II.. /9-12 /2 /g					

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.3	2.5	MA / II.. / 9-12 / 2 / h					
	HP.4	2.6	MA / II.. / 9-12 / 4 / a					
	HP.5	2.7	MA / II.. / 9-12 / 4 / b					
	HP.6	3.1	MA / II.. / 9-12 / 4 / c					
	HP.7	3.2	MA / II.. / 9-12 / 4 / d					
	MA.1	3.3	MA / II.. / 9-12 / 4 / g					
	MA.2	3.4	MA / II.. / 9-12 / 4 / h					
	MA.3	3.5	MA / III.. / 9-12 / 1 / b					
	MA.4	3.6	MA / III.. / 9-12 / 1 / c					
	MA.5	3.7	MA / III.. / 9-12 / 1 / d					
	MA.6	4.1	MA / III.. / 9-12 / 2 / b					
	SC.1	4.2	MA / III.. / 9-12 / 2 / c					
	SC.2	4.3	MA / III.. / 9-12 / 2 / d					
	SC.3	4.4	MA / III.. / 9-12 / 4 / b					
	SC.4	4.5	MA / III.. / 9-12 / 4 / c					
	SC.7	4.6	MA / III.. / 9-12 / 4 / d					
	SC.8	4.7	MA / III.. / 9-12 / 5 / b					
	SS.1	4.8	MA / III.. / 9-12 / 5 / c					
	SS.2		MA / III.. / 9-12 / 5 / d					
	SS.3		MA / IV.. / 9-12 / 1 / d					
	SS.4		MA / IV.. / 9-12 / 2 / d					
	SS.5		MA / IV.. / 9-12 / 3 / d					
	SS.6		MA / V.. / 9-12 / 1 / a					
	SS.7		MA / V.. / 9-12 / 1 / c					
			MA / V.. / 9-12 / 2 / a					
			MA / V.. / 9-12 / 2 / c					
			MA / V.. / 9-12 / 3 / a					
			MA / V.. / 9-12 / 3 / c					
			MA / V.. / 9-12 / 4 / a					
			MA / V.. / 9-12 / 4 / c					
			MA / VII.. / 9-12 / 1 / *					
			MA / VII.. / 9-12 / 2 / *					
			MA / VII.. / 9-12 / 3 / *					
			MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					

Food Service Worker

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
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MA / IX.. / 9-12 / 2 / b

MA / IX.. / 9-12 / 2 / c

MA / X.. / 9-12 / 4 / *

Housing, Home Furnishings and Equipment

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	CA.4	1.1	MA/I../9-12/1/b	CA/II../9-12/3/a	SC/IA/9-12/1/a			
	CA.5	1.2	MA/I../9-12/1/c	CA/II../9-12/3/c	SC/IA/9-12/3/a			
	CA.6	1.4	MA/I../9-12/1/d	CA/II../9-12/4/*				
	FA.1	1.5	MA/I../9-12/3/b	CA/III../9-12/1/*				
	FA.2	1.7	MA/I../9-12/3/c	CA/III../9-12/4/a				
	MA.4	1.8	MA/I../9-12/3/d	CA/III../9-12/4/b				
	SC.8	1.9		CA/IV../9-12/3/*				
		2.1						
		2.2						
		2.3						
		2.5						
		2.6						
		2.7						
		3.1						
		3.2						
		3.3						
		3.4						
		3.8						
		4.1						
		4.2						
		4.3						
		4.4						
		4.5						
		4.6						
		4.7						
		4.8						
A.2	CA.1	1.1		CA/I../9-12/1/*		SS/IV.A/9-12/5/a		
	CA.3	1.2		CA/I../9-12/2/*		SS/IV.A/9-12/5/b		
	CA.6	1.3				SS/IV.A/9-12/5/c		
	SC.8	1.5				SS/IV.A/9-12/5/d		
	SS.6	1.8				SS/IV.A/9-12/5/e		
		1.10				SS/IV.A/9-12/5/f		
		2.1				SS/IV.A/9-12/5/g		
		2.2				SS/IV.A/9-12/5/h		
		2.3				SS/IV.A/9-12/5/i		

Housing, Home Furnishings and Equipment

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.6				SS/IV.B/9-12/2/a		
		2.7				SS/IV.B/9-12/2/b		
		3.1				SS/IV.B/9-12/2/c		
		3.2				SS/IV.B/9-12/2/d		
		3.3				SS/IV.B/9-12/2/e		
		3.4				SS/IV.B/9-12/2/f		
		3.6				SS/IV.B/9-12/2/g		
		3.7				SS/IV.B/9-12/2/h		
		3.8				SS/IV.B/9-12/2/i		
		4.1				SS/IV.B/9-12/2/n		
		4.3				SS/IV.B/9-12/2/o		
		4.4						
		4.5						
		4.6						
		4.8						
B.1		1.8	MA/VII../9-12/4/a	CA/I../9-12/2/*				
			MA/VII../9-12/4/c	CA/I../9-12/3/*				
B.2	SS 6	1.6	MA/VII../9-12/4/a	CA/I../9-12/3/b		SS/II.B/9-12/2/1		
		1.8	MA/VII../9-12/4/c	CA/I../9-12/3/c		SS/II.E/9-12/3/1		
				CA/I../9-12/3/d				
				CA/I../9-12/3/e				
				CA/I../9-12/3/f				
				CA/I../9-12/6/a				
				CA/I../9-12/6/c				
				CA/III../9-12/1/c				
				CA/IV../9-12/3/a				
				CA/IV../9-12/3/c				
				CA/IV../9-12/3/g				
B.3	SC 4	1.6	MA/VII../9-12/4/a	CA/I../9-12/3/b				
	SS 5	1.8	MA/VII../9-12/4/c	CA/I../9-12/3/c				
	SS 6			CA/I../9-12/3/d				
				CA/I../9-12/3/e				
				CA/I../9-12/3/f				
				CA/I../9-12/6/a				
				CA/I../9-12/6/c				

Housing, Home Furnishings and Equipment

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA / III.. / 9-12 / 1 / c CA / IV.. / 9-12 / 3 / a CA / IV.. / 9-12 / 3 / c CA / IV.. / 9-12 / 3 / g				
B.4	SC.4 SS.5 SS.6	1.8	MA / VII.. / 9-12 / 4 / a MA / VII.. / 9-12 / 4 / c	CA / I.. / 9-12 / 98 / #		SS / II.E / 9-12 / 1 / *		
B.5	SC.4 SS.5 SS.6	1.8	MA / VII.. / 9-12 / 4 / a MA / VII.. / 9-12 / 4 / c	CA / I.. / 9-12 / 98 / #		SS / II.C / 9-12 / 6 / * SS / II.E / 9-12 / 1 / *		
B.6	SS.5 SS.6	1.2 1.10 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8	MA / VII.. / 9-12 / 4 / a	CA / I.. / 9-12 / 2 / a CA / I.. / 9-12 / 2 / c CA / I.. / 9-12 / 2 / e CA / I.. / 9-12 / 3 / * CA / II.. / 9-12 / 4 / a CA / II.. / 9-12 / 4 / b CA / II.. / 9-12 / 4 / f		SS / II.E / 9-12 / 3 / * SS / II.E / 9-12 / 4 / * SS / II.E / 9-12 / 6 / *		
B.7	SS.4 SS.5	1.2 1.6 1.9 3.8		CA / I.. / 9-12 / 2 / a CA / I.. / 9-12 / 2 / c CA / I.. / 9-12 / 2 / e CA / I.. / 9-12 / 3 / *		SS / II.C / 9-12 / 1 / * SS / II.D / 9-12 / 1 / * SS / III.E / 9-12 / 6 / *		
B.8	FA.5 SS.2 SS.5 SS.6	1.1 1.2 1.4 1.6 1.9		CA / I.. / 9-12 / 2 / a CA / I.. / 9-12 / 2 / c CA / I.. / 9-12 / 2 / e CA / I.. / 9-12 / 3 / * CA / I.. / 9-12 / 4 / c CA / II.. / 9-12 / 4 / a CA / II.. / 9-12 / 4 / b CA / II.. / 9-12 / 4 / f		SS / III.C / 9-12 / 1 / * SS / III.C / 9-12 / 2 / * SS / III.C / 9-12 / 3 / * SS / IV.C / 9-12 / 1 / *		FA / IV.A / 9-12 / 1 / a FA / IV.A / 9-12 / 2 / a FA / IV.A / 9-12 / 3 / a FA / IV.A / 9-12 / 3 / b FA / IV.A / 9-12 / 5 / a FA / IV.A / 9-12 / 5 / b FA / IV.A / 9-12 / 6 / a
C.1	SS.4	1.1 1.2	MA / VII.. / 9-12 / 4 / a MA / VII.. / 9-12 / 4 / c	CA / I.. / 9-12 / 98 / #		SS / I.D / 9-12 / 1 / * SS / I.D / 9-12 / 6 / *		

Housing, Home Furnishings and Equipment

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
F.1	CA.4	1.2		CA/L./9-12/1/b		SS/ID/9-12/6/i		
	CA.6	1.4		CA/L./9-12/2/*		SS/ID/9-12/6/m		
	SS.3	1.7		CA/L./9-12/3/*		SS/IE/9-12/3/*		
		1.8				SS/IE/9-12/4/*		
		1.10				SS/IE/9-12/5/*		
		4.1				SS/IE/9-12/6/*		
		4.5						
		4.6						
F.2	HP.6	1.2		CA/L./9-12/1/b	SC/II.A/9-12/1/a			
	SC.8	1.3		CA/L./9-12/2/a	SC/II.B/9-12/1/a			
		1.4		CA/L./9-12/2/e	SC/II.C/9-12/1/a			
		1.8		CA/L./9-12/3/b				
				CA/L./9-12/3/c				
				CA/L./9-12/3/d				
				CA/L./9-12/3/e				
				CA/L./9-12/3/i				
				CA/L./9-12/3/i				
				CA/L./9-12/6/a				
				CA/L./9-12/6/c				
F.3	CA.4	1.4		CA/L./9-12/98/#	SC/II.A/9-12/1/a			
	CA.6	1.10			SC/II.B/9-12/1/a			
	SC.4	2.7			SC/II.C/9-12/1/a			
	SC.8							
	SS.2							
G.1	CA.3	1.4		CA/L./9-12/1/b		SS/IV.B/9-12/4/e	HP/II.D/9-12/2/a	
	CA.5	1.5		CA/L./9-12/2/a		SS/IV.B/9-12/4/i		
	CA.6	1.7		CA/L./9-12/2/b				
	SS.6	4.8		CA/L./9-12/2/c				
				CA/L./9-12/2/e				
G.2		1.1		CA/L./9-12/6/a	SC/VII.A/9-12/4/a			
		1.2		CA/L./9-12/6/c	SC/VII.C/9-12/2/a			
		1.3						
		1.4						
		1.10						

Housing, Home Furnishings and Equipment

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA / I.. / 9-12 / 6 / c CA / IV.. / 9-12 / 3 / a CA / IV.. / 9-12 / 3 / c CA / IV.. / 9-12 / 3 / g				
D.4		1.4 1.8 1.10 3.8		CA / I.. / 9-12 / 98 / #				
D.5		1.2 1.3 1.4		CA / I.. / 9-12 / 98 / #				
D.6		1.2 1.3 1.4		CA / I.. / 9-12 / 98 / #				
D.7	MA.2	1.1 1.2 1.3 1.4 1.7 1.10	MA / VI.. / 9-12 / 1 / a MA / VI.. / 9-12 / 1 / b MA / VI.. / 9-12 / 2 / a MA / VI.. / 9-12 / 2 / b MA / VI.. / 9-12 / 3 / a MA / VI.. / 9-12 / 3 / b					
D.8	MA.1	1.2 3.8	MA / V.. / 9-12 / 1 / *					
E.1	HP.6	1.1 1.2 1.3 1.6 4.7		CA / I.. / 9-12 / 2 / * CA / I.. / 9-12 / 3 / * CA / I.. / 9-12 / 6 / a CA / I.. / 9-12 / 6 / c CA / III.. / 9-12 / 1 / a CA / III.. / 9-12 / 1 / l				
E.2		1.1 1.2 1.4 1.7		CA / I.. / 9-12 / 2 / * CA / I.. / 9-12 / 3 / * CA / I.. / 9-12 / 4 / c CA / II.. / 9-12 / 4 / a CA / II.. / 9-12 / 4 / b CA / II.. / 9-12 / 4 / l				

Housing, Home Furnishings and Equipment

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
F.1	CA.4	1.2		CA/L/9-12/1/b		SS/1.D/9-12/6/l		
	CA.6	1.4		CA/L/9-12/2/*		SS/1.D/9-12/6/m		
	SS.3	1.7		CA/L/9-12/3/*		SS/1.E/9-12/3/*		
		1.8				SS/1.E/9-12/4/*		
		1.10				SS/1.E/9-12/5/*		
		4.1				SS/1.E/9-12/6/*		
		4.5						
		4.6						
F.2	HP.6	1.2		CA/L/9-12/1/b	SC/II.A/9-12/1/a			
	SC.8	1.3		CA/L/9-12/2/a	SC/II.B/9-12/1/a			
		1.4		CA/L/9-12/2/e	SC/II.C/9-12/1/a			
		1.8		CA/L/9-12/3/b				
				CA/L/9-12/3/c				
				CA/L/9-12/3/d				
				CA/L/9-12/3/e				
				CA/L/9-12/3/f				
				CA/L/9-12/6/a				
				CA/L/9-12/6/c				
F.3	CA.4	1.4		CA/L/9-12/98/#	SC/II.A/9-12/1/a			
	CA.6	1.10			SC/II.B/9-12/1/a			
	SC.4	2.7			SC/II.C/9-12/1/a			
	SC.8							
	SS.2							
G.1	CA.3	1.4		CA/L/9-12/1/b		SS/IV.B/9-12/4/e	HP/II.D/9-12/2/a	
	CA.5	1.5		CA/L/9-12/2/a		SS/IV.B/9-12/4/i		
	CA.6	1.7		CA/L/9-12/2/b				
	SS.6	4.8		CA/L/9-12/2/c				
				CA/L/9-12/2/e				
G.2		1.1		CA/L/9-12/6/a	SC/VII.A/9-12/4/a			
		1.2		CA/L/9-12/6/c	SC/VII.C/9-12/2/a			
		1.3						
		1.4						
		1.10						
G.3	CA.1	1.1	MA/L/9-12/2/b	CA/IV../9-12/3/a				

Housing, Home Furnishings and Equipment

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	CA 4	1.2	MA / I. / 9-12 / 2 / c	CA / IV.. / 9-12 / 3 / d				
	MA 1	1.8		CA / IV.. / 9-12 / 3 / e				
		4.8		CA / IV.. / 9-12 / 3 / f				
G 4	CA 1	2.2		CA / I.. / 9-12 / 6 / a				
	CA 6	2.6		CA / I.. / 9-12 / 6 / c				
G 5	CA 6	1.2		CA / I.. / 9-12 / 1 / b			HP / V.B / 9-12 / 1 / *	
	HP 6	1.10						
	SS 6	4.4						
G 6	CA 3	1.2		CA / I.. / 9-12 / 1 / b				
		1.5						
		4.8						

An asterisk (*) in the curriculum frameworks c... (s) indicates all "to do" statements in that section are applicable.

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	SC.8	1.1 1.2		CA / I.. / 9-12 / 3 / a	SC / I.A / 9-12 / 1 / a			
A.2	HP.4 HP.5	4.7					HP / I.A / 9-12 / 1 / a	
A.3	HP.5 HP.6 SC.2 SC.7 SC.8	3.1 3.2 3.3			SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 1 / a	
A.4	HP.5 HP.6 SC.7 SC.8	1.1 1.2 2.7 3.1 3.2 3.3 3.6 4.5 4.7			SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 1 / a HP / I.A / 9-12 / 3 / a	
A.5	HP.5 HP.6 SC.7 SC.8	1.1 1.2 2.7 3.1 3.2 3.3 3.6 4.5 4.7			SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 98 / #	
A.6	HP.5 HP.6 SC.7 SC.8	1.1 1.2 2.7 3.1 3.2 3.3			SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 98 / #	

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.6						
		4.5						
		4.7						
A.7	HP.5	1.1			SC/1A/9-12/4/a		HP/1A/9-12/98/#	
	HP.6	1.2						
	SC.7	2.7						
	SC.8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
A.8	HP.5	1.1			SC/1A/9-12/4/a		HP/1A/9-12/98/#	
	HP.6	1.2						
	SC.7	2.7						
	SC.8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
A.9	HP.5	1.1			SC/1A/9-12/4/a		HP/1A/9-12/98/#	
	HP.6	1.2						
	SC.7	2.7						
	SC.8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
A.10	HP.5	1.1			SC/1A/9-12/4/a		HP/1A/9-12/98/#	
	HP.6	1.2						
	SC.7	2.7						
	SC.8	3.1						

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
A.11	HP.5	1.1			SC/1A/9-12/4/a		HP/1A/9-12/98/#	
	HP.6	1.2						
	SC.7	2.7						
	SC.8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
A.12	SC.7	3.1			SC/1A/9-12/3/a			
		3.2						
		3.3						
A.13	SC.7	2.5			SC/1A/9-12/4/a			
		3.3						
		4.7						
A.14	SC.7	2.5			SC/1A/9-12/4/a			
		3.3						
		4.7						
A.15	SC.7	2.5			SC/1A/9-12/4/a			
		3.3						
		4.7						
A.16	SC.7	2.5			SC/1A/9-12/4/a			
		3.3						
		4.7						
A.17	HP.5	3.2					HP/1A/9-12/3/a	
	HP.6	3.3					HP/III.B/9-12/2/b	
		3.4						
		3.5						
		3.6						

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.1						
		4.7						
A.18	CA.1	1.1		CA/I./9-12/6/c	SC/IA/9-12/4/a		HP/III.B/9-12/2/b	
	CA.6	1.2		CA/I./9-12/6/d				
	HP.6	1.4		CA/II./9-12/3/a				
	SC.7	1.8		CA/III./9-12/1/a				
	SC.8	2.4		CA/III./9-12/1/d				
		2.7		CA/III./9-12/1/h				
		3.1						
		4.7						
A.19	HP.5	1.10					HP/IA/9-12/1/a	
	HP.6	3.2					HP/IA/9-12/3/a	
		3.3						
		3.6						
		4.1						
		4.7						
A.20	HP.5	1.10					HP/IA/9-12/98/#	
	HP.6	3.2						
		3.3						
		3.6						
		4.1						
		4.7						
A.21		4.4						
A.22	HP.6	2.5			SC/IA/9-12/4/a	SS/II.D/9-12/2/k	HP/IA/9-12/98/#	
	SC.8	3.3				SS/II.D/9-12/2/l		
	SS.4	4.4				SS/II.D/9-12/2/m		
		4.5				SS/II.D/9-12/4/k		
		4.6				SS/II.D/9-12/4/l		
		4.7				SS/II.D/9-12/4/m		
A.23	HP.6	2.5			SC/IA/9-12/4/a	SS/II.D/9-12/2/k	HP/IA/9-12/98/#	
	SC.8	3.3				SS/II.D/9-12/2/l		
	SS.4	4.4				SS/II.D/9-12/2/m		
		4.5				SS/II.D/9-12/4/k		
		4.6				SS/II.D/9-12/4/l		

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.7				SS / IL.D / 9-12 / 4 / m		
A.24	CA.1	1.8		CA / I.. / 9-12 / 2 / a				
	CA.6	2.4		CA / II.. / 9-12 / 3 / *				
		2.6		CA / II.. / 9-12 / 5 / a				
		3.1		CA / III.. / 9-12 / 1 / a				
		4.4		CA / III.. / 9-12 / 1 / d				
		4.5		CA / III.. / 9-12 / 1 / h				
		4.6						
B.1	SC.8	1.1		CA / I.. / 9-12 / 3 / a	SC / IA / 9-12 / 1 / a			
		1.2						
B.2	HP.4	4.7						
	HP.5							
B.3	HP.5	3.1			SC / IA / 9-12 / 4 / a			
	HP.6	3.2						
	SC.2	3.3						
	SC.7							
	SC.8							
B.4	HP.5	1.1			SC / IA / 9-12 / 4 / a			
	HP.6	1.2						
	SC.7	2.7						
	SC.8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
B.5	HP.5	1.1			SC / IA / 9-12 / 4 / a			
	HP.6	1.2						
	SC.7	2.7						
	SC.8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
4.7								
B 6	HP.5	1.1			SC / 1A / 9-12 / 4 / a			
	HP.6	1.2						
	SC.7	2.7						
	SC.8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
SC / 1A / 9-12 / 4 / a								
B 7	HP.5	1.1			SC / 1A / 9-12 / 4 / a			
	HP.6	1.2						
	SC.7	2.7						
	SC.8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
SC / 1A / 9-12 / 4 / a								
B 8	HP.5	1.1			SC / 1A / 9-12 / 4 / a			
	HP.6	1.2						
	SC.7	2.7						
	SC.8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
SC / 1A / 9-12 / 4 / a								
B 9	HP.5	1.1			SC / 1A / 9-12 / 4 / a			
	HP.6	1.2						
	SC.7	2.7						
	SC.8	3.1						
		3.2						
		3.3						

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.6						
		4.5						
		4.7						
B.10	SC.7	3.1			SC/1A/9-12/3/a			
		3.2						
		3.3						
B.11	SC.7	3.1			SC/1A/9-12/3/a			
		3.2						
		3.3						
B.12	HP.5	3.3			SC/1A/9-12/4/a		HP/1A/9-12/3/1*	
	HP.6	4.7					HP/III.B/9-12/2/b	
	SC.8							
B.13	HP.5	3.3			SC/1A/9-12/4/a		HP/1A/9-12/98/#	
	HP.6	4.7						
	SC.8							
B.14	SC.7	2.5			SC/1A/9-12/4/a			
		3.3						
		4.7						
B.15		2.5			SC/1A/9-12/4/a			
		3.3						
		4.7						
B.16	HP.5	3.2						
	HP.6	3.3						
		3.4						
		3.5						
		3.6						
		4.1						
		4.7						
B.17	CA.1	1.1		CA/I./9-12/6/c	SC/1A/9-12/4/a			
	CA.6	1.2		CA/I./9-12/6/d				
	HP.6	1.4		CA/II./9-12/3/a				
	SC.7	1.8		CA/III./9-12/1/a				
	SC.8	2.4		CA/III./9-12/1/d				

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.7		CA / III.. / 9-12 / 1 / h				
		3.1		CA / III.. / 9-12 / 1 / j				
		4.7						
B.18	HP.5	1.10						
	HP.6	3.2						
		3.3						
		3.6						
		4.1						
		4.7						
B.19	HP.5	1.10						
	HP.6	3.2						
		3.3						
		3.6						
		4.1						
		4.7						
B.20		4.4						
B.21	HP.6	2.5						
	SC.8	3.3						
	SS.4	4.4						
		4.5						
		4.6						
		4.7						
B.22	HP.6	2.5						
	SC.8	3.3						
	SS.4	4.4						
		4.5						
		4.6						
		4.7						
B.23	CA.1	1.8		CA / I.. / 9-12 / 2 / a				
	CA.6	2.4		CA / II.. / 9-12 / 3 / *				
		2.6		CA / II.. / 9-12 / 5 / a				
		3.1		CA / III.. / 9-12 / 1 / a				
		4.4		CA / III.. / 9-12 / 1 / d				
		4.5		CA / III.. / 9-12 / 1 / h				

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.6						
C.1	SC.8	1.1 1.2		CA / I. / 9-12 / 3 / a	SC / I.A / 9-12 / 1 / a			
C.2	HP.4 HP.5	4.7					HP / I.A / 9-12 / 1 / a	
C.3	HP.5 HP.6 SC.7 SC.8	1.1 1.2 2.7 3.1 3.2 3.3 3.6 4.5 4.7			SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 1 / a HP / I.A / 9-12 / 3 / a	
C.4	HP.5 HP.6 SC.7 SC.8	1.1 1.2 2.7 3.1 3.2 3.3 3.6 4.5 4.7			SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 98 / #	
C.5	HP.5 HP.6 SC.7 SC.8	1.1 1.2 2.7 3.1 3.2 3.3 3.6 4.5 4.7			SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 98 / #	
C.6	HP.5 HP.6	1.1 1.2			SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 98 / #	

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.7	2.7						
	SC.8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
C.7	HP.5	1.1			SC/1A/9-12/4/a		HP/1A/9-12/98/#	
	HP.6	1.2						
	SC.7	2.7						
	SC.8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
C.8	HP.5	3.1			SC/1A/9-12/4/a		HP/1A/9-12/1/a	
	HP.6	3.2						
	SC.2	3.3						
	SC.7							
	SC.8							
C.9	SC.7	3.1			SC/1A/9-12/3/a			
		3.2						
		3.3						
C.10	HP.5	1.1			SC/1A/9-12/4/a		HP/1A/9-12/1/a	
	HP.6	1.2					HP/1A/9-12/3/a	
	SC.7	2.7						
	SC.8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
C.11	HP.5	1.1			SC/1A/9-12/4/a		HP/1A/9-12/98/#	

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP 6	1.2						
	SC.7	2.7						
	SC.8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
C.12	HP.5	3.2					HP / I.A / 9-12 / 3 / a	
	HP.6	3.3					HP / III.B / 9-12 / 2 / b	
		3.4						
		3.5						
		3.6						
		4.1						
		4.7						
C.13	HP.5	1.1			SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 1 / a	
	HP.6	1.2					HP / I.A / 9-12 / 3 / a	
	SC.7	2.7						
	SC.8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
C.14	SC.7	2.5			SC / I.A / 9-12 / 4 / a			
		3.3						
		4.7						
C.15	HP.5	1.10					HP / I.A / 9-12 / 1 / a	
	HP.6	3.2					HP / I.A / 9-12 / 3 / a	
		3.3						
		3.6						
		4.1						
		4.7						
C.16	HP.5	1.10					HP / I.A / 9-12 / 98 / #	

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP 6	3.2 3.3 3.6 4.1 4.7						
C.17		4.4						
C.18	HP 6 SC 8 SS 4	2.5 3.3 4.4 4.5 4.6 4.7			SC / I.A / 9-12 / 4 / a	SS / II.D / 9-12 / 2 / k SS / II.D / 9-12 / 2 / l SS / II.D / 9-12 / 2 / m SS / II.D / 9-12 / 4 / k SS / II.D / 9-12 / 4 / l SS / II.D / 9-12 / 4 / m	HP / I.A / 9-12 / 3 / * HP / III.B / 9-12 / 2 / b	
C.19	HP 6 SC 8 SS 4	2.5 3.3 4.4 4.5 4.6 4.7			SC / I.A / 9-12 / 4 / a	SS / II.D / 9-12 / 2 / k SS / II.D / 9-12 / 2 / l SS / II.D / 9-12 / 2 / m SS / II.D / 9-12 / 4 / k SS / II.D / 9-12 / 4 / l SS / II.D / 9-12 / 4 / m	HP / I.A / 9-12 / 98 / 8	
C.20	CA 1 CA 6	1.8 2.4 2.6 3.1 4.4 4.5 4.6		CA / I.. / 9-12 / 2 / a CA / II.. / 9-12 / 3 / * CA / II.. / 9-12 / 5 / a CA / III.. / 9-12 / 1 / a CA / III.. / 9-12 / 1 / d CA / III.. / 9-12 / 1 / h				
D.1	SC 8	1.1 1.2		CA / I.. / 9-12 / 3 / a	SC / I.A / 9-12 / 1 / a			
D.2	HP 4 HP 5	4.7					HP / I.A / 9-12 / 1 / a	
D.3	HP 5 HP 6 SC 7 SC 8	1.1 1.2 2.7 3.1 3.2			SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 1 / a HP / I.A / 9-12 / 3 / a	

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.3						
		3.6						
		4.5						
		4.7						
D 4	HP 5	1.1			SC / 1A / 9-12 / 4 / a		HP / 1A / 9-12 / 1 / a	
	HP 6	1.2					HP / 1A / 9-12 / 3 / a	
	SC 7	2.7						
	SC 8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
D 5	HP 5	1.1			SC / 1A / 9-12 / 4 / a		HP / 1A / 9-12 / 1 / a	
	HP 6	1.2					HP / 1A / 9-12 / 3 / a	
	SC 7	2.7						
	SC 8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
D 6	HP 5	1.1			SC / 1A / 9-12 / 4 / a		HP / 1A / 9-12 / 1 / a	
	HP 6	1.2					HP / 1A / 9-12 / 3 / a	
	SC 7	2.7						
	SC 8	3.1						
		3.2						
		3.3						
		3.6						
		4.5						
		4.7						
D 7	HP 5	3.1			SC / 1A / 9-12 / 4 / a		HP / 1A / 9-12 / 1 / a	
	HP 6	3.2						
	SC 2	3.3						

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC 7							
	SC 8							
D 8	MA 2	3.1 3.2 3.3						
D 9	HP 5 HP 6	3.1 3.3 4.7						
D 10	HP 5 HP 6	3.1 3.2 3.3 4.7						
D 11		2.5 2.7 3.1 3.3						
D 12	HP 5 HP 6	3.2 3.3 3.4 3.5 3.6 4.1 4.7						
D 13	CA 1 CA 6 HP 6 SC 7 SC 8	1.1 1.2 1.4 1.8 2.4 2.7 3.1 4.7		CA / I. / 9-12 / 6 / c CA / I. / 9-12 / 6 / d CA / II. / 9-12 / 3 / a CA / III. / 9-12 / 1 / a CA / III. / 9-12 / 1 / d CA / III. / 9-12 / 1 / h CA / III. / 9-12 / 1 / j	SC / I.A / 9-12 / 4 / a			
D 14	HP 5 HP 6 SC 7	1.1 1.2 2.7			SC / I.A / 9-12 / 4 / a			

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC 8	3.1 3.2 3.3 3.6 4.5 4.7						
D.15	HP.5 HP.6	1.10 3.2 3.3 3.6 4.1 4.7						
D.16	HP.5 HP.6	1.10 3.2 3.3 3.6 4.1 4.7						
D.17		4.4						
D.18	HP.6 SC.8 SS.4	2.5 3.3 4.4 4.5 4.6 4.7			SC / I.A / 9-12 / 4 / a	SS / II.D / 9-12 / 2 / k SS / II.D / 9-12 / 2 / l SS / II.D / 9-12 / 2 / m SS / II.D / 9-12 / 4 / k SS / II.D / 9-12 / 4 / l SS / II.D / 9-12 / 4 / m		
D.19	HP.6 SC.8 SS.4	2.5 3.3 4.4 4.5 4.6 4.7			SC / I.A / 9-12 / 4 / a	SS / II.D / 9-12 / 2 / k SS / II.D / 9-12 / 2 / l SS / II.D / 9-12 / 2 / m SS / II.D / 9-12 / 4 / k SS / II.D / 9-12 / 4 / l SS / II.D / 9-12 / 4 / m		
D.20	CA.1 CA.6	1.8 2.4 2.6		CA / I. / 9-12 / 2 / a CA / II. / 9-12 / 3 / * CA / II. / 9-12 / 5 / a				

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
99 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.1		CA / III.. / 9-12 / 1 / a				
		4.4		CA / III.. / 9-12 / 1 / d				
		4.5		CA / III.. / 9-12 / 1 / h				
		4.6						
E 1	FA 2	1.1						FA / IV.D / 9-12 / 2 / a
		1.2						
		3.1						
		3.3						
		3.5						
E 2	FA 2	1.1						FA / IV.D / 9-12 / 2 / a
		1.2						
		3.1						
		3.3						
		3.5						
E 3	FA 2	1.1						FA / IV.D / 9-12 / 2 / a
		1.2						
		3.1						
		3.3						
		3.5						
E 4	FA 2	1.1						FA / IV.D / 9-12 / 2 / a
		1.2						
		3.1						
		3.3						
		3.5						
E 5	FA 2	1.1						FA / IV.D / 9-12 / 2 / a
		1.2						
		3.1						
		3.3						
		3.5						
E 6	FA 2	1.1						FA / IV.D / 9-12 / 2 / a
		1.2						
		3.1						
		3.3						
		3.5						

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Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
E.7	FA.2	1.1 1.2 3.1 3.3 3.5						FA / IV.D / 9-12 / 2 / a
E.8	FA.2	1.1 1.2 3.1 3.3 3.5						FA / IV.D / 9-12 / 2 / a
E.9	FA.2	1.1 1.2 3.1 3.3 3.5						FA / IV.D / 9-12 / 2 / a
E.10	HP.6 SC.8	2.5 4.7			SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 3 / * HP / III.B / 9-12 / 2 / b	
E.11	SC.7 SC.8	3.2 3.3			SC / I.A / 9-12 / 4 / a			
E.12								
F.1	MA.1 MA.2 MA.5	1.8 2.5 2.7	MA / IV.. / 9-12 / 2 / * MA / IV.. / 9-12 / 3 / * MA / V.. / 9-12 / 1 / * MA / VI.. / 9-12 / 1 / i					
F.2	MA.1 MA.2 MA.5	1.8 2.5 2.7	MA / IV.. / 9-12 / 2 / * MA / IV.. / 9-12 / 3 / * MA / V.. / 9-12 / 1 / *					
F.3	MA.1 MA.2 MA.5	1.8 2.5 2.7	MA / IV.. / 9-12 / 2 / * MA / IV.. / 9-12 / 3 / * MA / V.. / 9-12 / 1 / * MA / VI.. / 9-12 / 1 / i					
F.4	HP.5 HP.6	2.5 2.7			SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 3 / * HP / III.B / 9-12 / 2 / b	

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.7	3.3						
	SC.8							
F.5	HP.5	2.5			SC/1A/9-12/4/a		HP/1A/9-12/98/#	
	HP.6	2.7						
	SC.7	3.3						
	SC.8							
F.6	HP.5	2.5			SC/1A/9-12/4/a		HP/1A/9-12/98/#	
	HP.6	2.7						
	SC.7	3.3						
	SC.8							
F.7	HP.5	2.5			SC/1A/9-12/4/a		HP/1A/9-12/98/#	
	HP.6	2.7						
	SC.7	3.3						
	SC.8							
F.8	HP.5	2.5			SC/1A/9-12/4/a		HP/1A/9-12/98/#	
	HP.6	2.7						
	SC.7	3.3						
	SC.8							
F.9	HP.5	2.5			SC/1A/9-12/4/a		HP/1A/9-12/98/#	
	HP.6	2.7						
	SC.7	3.3						
	SC.8							
F.10	HP.5	2.5			SC/1A/9-12/4/a		HP/1A/9-12/98/#	
	HP.6	2.7						
	SC.7	3.3						
	SC.8							
F.11	HP.5	2.5			SC/1A/9-12/4/a		HP/1A/9-12/98/#	
	HP.6	2.7						
	SC.7	3.3						
	SC.8							
F.12	HP.5	3.1			SC/1A/9-12/4/a		HP/1A/9-12/98/#	
	HP.6	3.2			SC/1B/9-12/1/a			
	SC.7	3.3						

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.6						
		4.7						
F.13								
G.1	FA.1	2.5	MA / IV... / 9-12 / 2 / *		SC / IA / 9-12 / 4 / a		HP / IA / 9-12 / 1 / *	FA / IV.D / 9-12 / 1 / b
	FA.2	2.7	MA / IV... / 9-12 / 3 / *				HP / IA / 9-12 / 3 / *	FA / IV.D / 9-12 / 1 / c
	HP.5	3.1	MA / VI... / 9-12 / 1 / i				HP / III.B / 9-12 / 2 / b	FA / IV.D / 9-12 / 7 / a
	HP.6	3.2						
	MA.2	3.3						
	MA.5	3.6						
	SC.8	4.5						
		4.7						
G.2	FA.1	2.5	MA / I... / 9-12 / 98 / #		SC / IA / 9-12 / 4 / a		HP / IA / 9-12 / 98 / #	FA / IA / 9-12 / 98 / #
	FA.2	2.7						
	HP.5	3.1						
	HP.6	3.2						
	MA.2	3.3						
	MA.5	3.6						
	SC.8	4.5						
		4.7						
G.3	FA.1	2.5	MA / I... / 9-12 / 98 / #		SC / IA / 9-12 / 4 / a		HP / IA / 9-12 / 98 / #	FA / IA / 9-12 / 98 / #
	FA.2	2.7						
	HP.5	3.1						
	HP.6	3.2						
	MA.2	3.3						
	MA.5	3.6						
	SC.8	4.5						
		4.7						
G.4	FA.1	2.5	MA / I... / 9-12 / 98 / #		SC / IA / 9-12 / 4 / a		HP / IA / 9-12 / 98 / #	FA / IA / 9-12 / 98 / #
	FA.2	2.7						
	HP.5	3.1						
	HP.6	3.2						
	MA.2	3.3						
	MA.5	3.6						
	SC.8	4.5						

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	HP.5	3.1						
	HP.6	3.2						
	MA.2	3.3						
	MA.5	3.6						
	SC.8	4.5						
		4.7						
G.7	FA.1	2.5	MA/L/9-12/98/#		SC/LA/9-12/4/a		HP/LA/9-12/98/#	FA/LA/9-12/98/#
	FA.2	2.7						
	HP.5	3.1						
	HP.6	3.2						
	MA.2	3.3						
	MA.5	3.6						
	SC.8	4.5						
		4.7						
G.8	FA.1	2.5	MA/L/9-12/98/#		SC/LA/9-12/4/a		HP/LA/9-12/98/#	FA/LA/9-12/98/#
	FA.2	2.7						
	HP.5	3.1						
	HP.6	3.2						
	MA.2	3.3						
	MA.5	3.6						
	SC.8	4.5						
		4.7						
G.9	FA.1	2.5	MA/L/9-12/98/#		SC/LA/9-12/4/a		HP/LA/9-12/98/#	FA/LA/9-12/98/#
	FA.2	2.7						
	HP.5	3.1						
	HP.6	3.2						
	MA.2	3.3						
	MA.5	3.6						
	SC.8	4.5						
		4.7						
G.10	FA.1	2.5	MA/L/9-12/98/#		SC/LA/9-12/4/a		HP/LA/9-12/98/#	FA/LA/9-12/98/#
	FA.2	2.7						
	HP.5	3.1						
	HP.6	3.2						

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	MA.2	3.3						
	MA.5	3.6						
	SC.8	4.5						
		4.7						
G.11	FA.1	2.5	MA / L. / 9-12 / 98 / #		SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	HP.5	3.1						
	HP.6	3.2						
	MA.2	3.3						
	MA.5	3.6						
	SC.8	4.5						
		4.7						
G.12	FA.1	2.5	MA / L. / 9-12 / 98 / #		SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	HP.5	3.1						
	HP.6	3.2						
	MA.2	3.3						
	MA.5	3.6						
	SC.8	4.5						
		4.7						
G.13	FA.1	2.5	MA / L. / 9-12 / 98 / #		SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	HP.5	3.1						
	HP.6	3.2						
	MA.2	3.3						
	MA.5	3.6						
	SC.8	4.5						
		4.7						
G.14	FA.1	2.5	MA / L. / 9-12 / 98 / #		SC / I.A / 9-12 / 4 / a		HP / I.A / 9-12 / 98 / #	FA / I.A / 9-12 / 98 / #
	FA.2	2.7						
	HP.5	3.1						
	HP.6	3.2						
	MA.2	3.3						
	MA.5	3.6						

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SC.8	4.5 4.7						
G.15	FA.1 FA.2 HP.5 HP.6 MA.2 MA.5 SC.8	2.5 2.7 3.1 3.2 3.3 3.6 4.5 4.7	MA/L./9-12/98/#		SC/1A/9-12/4/a		HP/1A/9-12/98/#	FA/1A/9-12/98/#
G.16	FA.1 FA.2 HP.5 HP.6 MA.2 MA.5 SC.8	2.5 2.7 3.1 3.2 3.3 3.6 4.5 4.7	MA/L./9-12/98/#		SC/1A/9-12/4/a		HP/1A/9-12/98/#	FA/1A/9-12/98/#
G.17	FA.1 FA.2 HP.5 HP.6 MA.2 MA.5 SC.8	2.5 2.7 3.1 3.2 3.3 3.6 4.5 4.7	MA/L./9-12/98/#		SC/1A/9-12/4/a		HP/1A/9-12/98/#	FA/1A/9-12/98/#
G.18	FA.1 FA.2 HP.5 HP.6 MA.2 MA.5 SC.8	2.5 2.7 3.1 3.2 3.3 3.6 4.5 4.7	MA/L./9-12/98/#		SC/1A/9-12/4/a		HP/1A/9-12/98/#	FA/1A/9-12/98/#

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
G.19	CA.6	1.10		CA / I.. / 9-12 / 6 / * CA / III.. / 9-12 / 3 / * CA / IV.. / 9-12 / 1 / *				
G.20	HP.6 SS.7	3.3 4.3				SS / II.B / 9-12 / 3 / i SS / II.B / 9-12 / 3 / i	HP / I.A / 9-12 / 3 / * HP / III.B / 9-12 / 2 / b	
G.21	FA.1 HP.5 HP.6 SS.7	2.5 2.7 3.3 4.3 4.6 4.7				SS / II.B / 9-12 / 3 / i SS / II.B / 9-12 / 3 / i	HP / I.A / 9-12 / 98 / #	
G.22		4.4						
G.23	HP.6 SC.8 SS.4	2.5 3.3 4.4 4.5 4.6 4.7					HP / I.A / 9-12 / 3 / * HP / III.B / 9-12 / 2 / b	
G.24	HP.6 SC.8 SS.4	2.5 3.3 4.4 4.5 4.6 4.7					HP / I.A / 9-12 / 98 / #	
G.25	CA.1 CA.6	1.8 2.4 2.6 3.1 4.4 4.5 4.6		CA / I.. / 9-12 / 2 / a CA / II.. / 9-12 / 3 / * CA / II.. / 9-12 / 5 / a CA / III.. / 9-12 / 1 / a CA / III.. / 9-12 / 1 / d CA / III.. / 9-12 / 1 / h				
H.1	CA.3 SS.6	4.4 4.6		CA / I.. / 9-12 / 1 / b CA / I.. / 9-12 / 6 / c		SS / II.B / 9-12 / 3 / e SS / II.B / 9-12 / 3 / i		

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.7		CA/IV../9-12/1/a CA/IV../9-12/1/b CA/IV../9-12/1/g CA/IV../9-12/3/l		SS/II.B/9-12/3/m SS/II.B/9-12/3/n SS/II.B/9-12/3/o SS/II.B/9-12/4/e SS/II.B/9-12/4/l SS/II.B/9-12/4/m SS/II.B/9-12/4/n SS/II.B/9-12/4/o		
H.2	CA.3 SS.6	4.4 4.6 4.7		CA/I../9-12/98/#		SS/IA/9-12/98/#		
H.3	FA.1 HP.5 SS.4	2.5 3.3 4.4 4.5 4.6 4.7		CA/I../9-12/3/b		SS/II.D/9-12/1/l SS/II.D/9-12/1/i SS/II.D/9-12/1/m SS/II.D/9-12/2/d SS/II.D/9-12/2/l SS/II.D/9-12/2/i SS/II.D/9-12/4/l SS/II.D/9-12/4/i SS/II.D/9-12/4/m	HP/IA/9-12/1/* HP/III.B/9-12/2/b	FA/IV.D/9-12/1/b
H.4	CA.3 CA.4	2.1 2.6 4.4		CA/II../9-12/6/a CA/IV../9-12/1/*				
H.5	CA.3 SC.8 SS.7	1.4 2.7 3.3 4.4 4.8		CA/IV../9-12/1/*	SC/IA/9-12/4/a SC/II.A/9-12/1/a	SS/II.D/9-12/3/c		
H.6	SS.6	2.7 4.4 4.8				SS/II.B/9-12/4/l SS/II.B/9-12/4/m		
H.7	FA.1 HP.6 SC.8	2.5 3.3 4.4			SC/IA/9-12/4/a	SS/II.D/9-12/2/k SS/II.D/9-12/2/l SS/II.D/9-12/2/m		FA/IV.D/9-12/1/c

Industrial Sewing

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
	SS.4	4.5				SS / I.I.D / 9-12 / 4 / k		
		4.6				SS / I.I.D / 9-12 / 4 / l		
		4.7				SS / I.I.D / 9-12 / 4 / m		
H.8	FA.1	2.5			SC / I.A / 9-12 / 4 / a	SS / I.I.D / 9-12 / 2 / k		FA / I.V.D / 9-12 / 1 / b
	HP.6	3.3				SS / I.I.D / 9-12 / 2 / l		
	SC.8	4.4				SS / I.I.D / 9-12 / 2 / m		
	SS.4	4.5				SS / I.I.D / 9-12 / 4 / k		
		4.6				SS / I.I.D / 9-12 / 4 / l		
		4.7				SS / I.I.D / 9-12 / 4 / m		

Nutrition and Wellness

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	CA.1	1.1		CA/I.. /9-12/2/*				
	CA.3	1.2		CA/I.. /9-12/3/*				
	CA.4	1.4						
	CA.5	1.5						
	CA.6	1.7						
	HP.1	1.8						
	HP.2	1.9						
	HP.3	2.1						
	HP.4	2.2						
	HP.5	2.3						
	HP.6	2.5						
	HP.7	2.6						
	MA.3	2.7						
	SC.8	3.1						
	SS.6	4.1						
	SS.7	4.2						
		4.3						
		4.4						
		4.5						
		4.6						
		4.7						
		4.8						
A.2	CA.1	1.1				SS/II.B/9-12/5/1		
	CA.3	1.2				SS/II.B/9-12/5/m		
	CA.6	1.3						
	SC.8	1.5						
	SS.6	1.8						
		1.10						
		2.1						
		2.2						
		2.3						
		2.6						
		2.7						
		3.1						
		3.2						

Nutrition and Wellness

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.3						
		3.4						
		3.6						
		3.7						
		3.8						
		4.1						
		4.3						
		4.4						
		4.5						
		4.6						
		4.8						
B.1	HP.2	1.2			SC/VII.A/9-12/1/a	SS/III.B/9-12/5/1		
	SS.2	1.3						
	SS.3	1.4						
	SS.6	1.6						
	SS.7	1.9						
B.2	HP.2	1.2				SS/II.B/9-12/2/1	HP/II.B/9-12/7/a	
	HP.6	1.3						
	SS.6	1.4						
		1.6						
		1.9						
		2.3						
B.3	SC.4	1.9			SC/VIII.A/9-12/2/a	SS/III.D/9-12/5/e		
	SS.2							
	SS.4							
	SS.5							
	SS.6							
	SS.7							
B.4	HP.6	1.1				SS/II.B/9-12/3/g		
		1.2						
		1.4						
		1.6						
B.5	HP.6	1.2			SC/VIII.A/9-12/3/b	SS/II.C/9-12/3/1	HP/II.A/9-12/2/a	
	SC.8	1.4						

Nutrition and Wellness

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.6						
		2.7						
C.1	HP.1	1.2		CA / L. / 9-12 / 2 / a			HP / II.B / 9-12 / 2 / a	
	HP.2	1.8						
C.2	HP.2	1.2		CA / L. / 9-12 / 6 / c			HP / II.B / 9-12 / 2 / a	
		1.3						
		1.4						
		1.10						
C.3	HP.1	1.8					HP / I.A / 9-12 / 1 / a	
C.4	HP.2	1.2					HP / II.B / 9-12 / 1 / a	
		1.6						
		1.8						
C.5	HP.1	1.2					HP / II.A / 9-12 / 6 / a	
	HP.2	1.6					HP / II.B / 9-12 / 6 / a	
		1.8						
D.1	HP.2	1.2		CA / L. / 9-12 / 3 / a			HP / II.D / 9-12 / 1 / a	
		1.4		CA / L. / 9-12 / 3 / b				
		3.1						
		3.2						
		3.7						
		4.7						
D.2	HP.2	1.8		CA / L. / 9-12 / 6 / a			HP / II.B / 9-12 / 2 / a	
D.3	HP.2	1.2		CA / L. / 9-12 / 3 / a			HP / II.B / 9-12 / 1 / a	
		1.6						
		1.8						
D.4	HP.2	1.2		CA / L. / 9-12 / 2 / a			HP / II.B / 9-12 / 1 / a	
		1.4					HP / II.B / 9-12 / 2 / a	
		1.6					HP / II.B / 9-12 / 3 / a	
							HP / II.B / 9-12 / 4 / a	
							HP / II.B / 9-12 / 5 / a	
							HP / II.B / 9-12 / 6 / a	
							HP / II.B / 9-12 / 7 / a	
							HP / II.B / 9-12 / 8 / a	

Nutrition and Wellness

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
D.5	HP.1 HP.2	1.1				SS/I.B/9-12/4/1	HP/II.A/9-12/6/a	
		1.2						
		1.4						
		1.6						
		3.2						
		3.3						
		3.6						
		3.7						
D.6	HP.2	1.2		CA/I../9-12/2/e			HP/II.B/9-12/5/a	
		1.4						
		1.6						
D.7	HP.2	1.2	MA/I../9-12/3/d				HP/II.B/9-12/1/a	
		1.4						
		1.8						
		4.5						
		4.7						
E.1	HP.2 HP.6	1.2				SS/I.C/9-12/8/m	HP/II.B/9-12/7/a	
		1.3					HP/II.B/9-12/8/a	
		1.4						
		1.6						
		4.7						
E.2	SC.8	1.2		CA/I../9-12/3/b	SC/IA/9-12/4/a			
		1.8						
		3.8						
E.3	HP.2	1.2		CA/I../9-12/3/a			HP/II.B/9-12/4/a	
		1.8		CA/I../9-12/3/b				
		3.8		CA/I../9-12/3/c				
		4.1						
E.4	SS.3	1.2		CA/I../9-12/3/a		SS/IV.B/9-12/2/i		
		1.4		CA/I../9-12/3/c				
E.5	SS.3	1.2		CA/I../9-12/3/d		SS/IA/9-12/1/a		
		1.4				SS/IA/9-12/1/b		
						SS/IA/9-12/1/c		
						SS/IA/9-12/1/d		

Nutrition and Wellness

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/I.A/9-12/1/e SS/I.A/9-12/1/f SS/I.A/9-12/1/g SS/I.A/9-12/1/h SS/I.A/9-12/1/i		
E.6	HP.6	1.7		CA/I../9-12/3/c			HP/II.C/9-12/2/a HP/II.C/9-12/3/a	
F.1	FA.1 FA.2 HP.2	1.2 1.8 4.7					HP/II.B/9-12/1/a	
F.2	HP.3	1.10 4.7		CA/I../9-12/3/a			HP/III.A/9-12/9/b	
F.3	MA.1 SC.1	1.8 1.10	MA/I../9-12/3/b MA/I../9-12/3/d MA/I../9-12/4/b MA/I../9-12/4/d		SC/I.A/9-12/4/a			
F.4		1.2 1.3		CA/I../9-12/2/* CA/I../9-12/3/c CA/I../9-12/3/d CA/I../9-12/3/e CA/I../9-12/6/a CA/I../9-12/6/b CA/I../9-12/6/c				
G.1	SS.6	1.2 1.3				SS/IV.A/9-12/7/j SS/IV.A/9-12/8/j		
G.2	SS.6	1.10 2.2 2.3				SS/II.B/9-12/1/a SS/II.B/9-12/1/b SS/II.B/9-12/1/c SS/II.B/9-12/1/d SS/II.B/9-12/2/a SS/II.B/9-12/2/b SS/II.B/9-12/2/c SS/II.B/9-12/2/d SS/II.B/9-12/3/a		

Nutrition and Wellness

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS/II.B/9-12/3/b		
						SS/II.B/9-12/3/c		
						SS/II.B/9-12/3/d		
G.3	CA.6 CA.7	1.2		CA/I.. /9-12/2/* CA/I.. /9-12/5/c				
H.1	CA.6 SS.3	1.2 1.4 1.7 1.8 1.10 4.1 4.5 4.6		CA/IV.. /9-12/1/e		SS/II.A/9-12/4/* SS/IV.D/9-12/2/*		
H.2	HP.6 SC.8	1.2 1.3 1.4 1.8	MA/VII.. /9-12/4/e MA/VII.. /9-12/5/e	CA/III.. /9-12/1/j		SS/III.C/9-12/3/* SS/III.C/9-12/4/*		
H.3	SC.4 SC.8 SS.2	1.4 1.10 2.7	MA/VII.. /9-12/4/a MA/VII.. /9-12/5/a	CA/III.. /9-12/1/j	SC/II.A/9-12/1/a SC/II.A/9-12/2/a			
I.1		1.4 1.5 1.7 4.8						
I.2	SC.3	1.1 1.2 1.3 1.4 1.10		CA/IV.. /9-12/3/*				
I.3	MA.1	1.1 1.2 1.8 4.8						

Nutrition and Wellness

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
1.4	CA.6	2.2 2.6		CA/II../9-12/4/a CA/II../9-12/4/b CA/II../9-12/4/c CA/II../9-12/4/e CA/II../9-12/4/f CA/IV../9-12/1/a CA/IV../9-12/1/b CA/IV../9-12/1/c CA/IV../9-12/1/d CA/IV../9-12/1/e CA/IV../9-12/1/f CA/IV../9-12/1/g CA/IV../9-12/1/h CA/IV../9-12/3/				
1.5	CA.6	1.2 1.10 4.4						
1.6		1.2 1.5 4.8						

Unit Title: Creating Safe Environments for Children
Competency Profile: Child Development, Care and Guidance (1995)
Instructor(s) name: Sara Gibb
Grade level: 10-12
Teaching time frame: 5 days

Rationale: Students will be able to recognize signs of child abuse, discuss some causes and effects, and define a safe environment for children.

Unit description: Child Abuse

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
G1. List components of a safe environment. G2. Describe signs of abuse and neglect.	<i>Social Studies</i> SS/IIA/9-12/6 Why and are there discrepancies between the ideals and realities in American political and social life? Why have people taken conflicting positions with regard to those disparities? Why may simple solutions be elusive?	<i>Communication Arts</i> CA/II/9-12/1/b Read, view, listen to, and evaluate written, visual, and oral communications. Make connections to previously read or viewed material or to real situations.

Instructional activity name: Jigsaw, Reading and Research, Mind Mapping

Description: Divide students into groups of four. Each student in the group reads a section of the article, "Violence in Families," and then shares with the group. Following this will be an assigned reading in the text and library sources. With this background information, students will become involved in discussion at the group and class level to determine signs, causes, and effects of child abuse. After each class completes discussion, the culminating activity will be:

Child development--Mind mapping each aspect of child abuse.

Creative writing--Respond with an essay or story about child abuse.

Government--Make a plan for government intervention.

Materials/resources required: The article, "Violence in Families," or comparable article divided into approximately four equal parts; resource material from text; news articles; books; paper; and markers for mind maps.

Specific directions for organizing and conducting activity:

Child development students will have background information about the physical, emotional, social, and intellectual needs of children and guidance/discipline techniques.

Creative writing students will have attained the skills to respond to written and spoken ideas.

Government students will have explored local, state, and federal levels of government, including their social impact.

Each class will read the same information and have its own group and class discussions followed by the individual activities described above.

All final activities will be shared with other classes.

Assessment procedures/criteria:

Creative writing--Essays and stories will be student- and instructor-evaluated using a rubric given at the time of the assignment.

Government--Each group's plan will be self- and instructor-evaluated.

Child development--Mind maps will be self-assessed by each group and then by the instructor using a rubric. (See Appendix A)

Appendix A:		Mind Map Rubric		
Criteria	Excellent (20)	Very good (15)	Good (10)	Poor (5)
Information presented	Factual, clearly understood, completely covers assigned topic	Mostly well done but some items unclear	Only partially clear	Unclear
Neatness of presentation	Looks like a finished presentation	Good, but could be improved	Mistakes have not been corrected	
Group participation	All members contributed equally in some way	At least one day there was lack of cooperation	Much lack of cooperation	Only one person worked
Total points possible: 60 TOTAL POINTS EARNED				

Unit Title: Starting a Small Business
Competency Profile: Clothing and Textiles (Advanced) (1989) and Accounting I (1991)
Instructor(s) name: Diana Henry
Grade level: 11-12
Teaching time frame: 4 weeks

Rationale: Students will be able to describe a small business and take part in creating and managing the business.

Unit description: Create, market, and produce a sweatshirt for an FHA organization.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
Clothing and Textiles (Advanced) 11. Describe home-based home-economics businesses. 12. Assess personal skills and resources to be an entrepreneur. 13. Compare the advantages and disadvantages of owning a business and working for an employer.	<i>Mathematics</i> MA/IV/9-12/2/c Mathematics is used in other subject areas. Relate and describe the connections within topics of mathematics and other disciplines. MA/IV/9-12/3/d Mathematics is used in the real world. Investigate and determine the importance of mathematics in their lives, future careers, and our ever-changing global society.	<i>Fine Arts</i> FA/IV.D/9-12/1/a, c-f Know how to employ two- and three-dimensional processes at a more sophisticated level. Demonstrate control of art media in a way that emphasizes good craftsmanship. Successfully demonstrate a variety of three-dimensional art techniques using a variety of additive and subtractive processes to connect/combine materials. Use a variety of techniques (drawing, computers) that demonstrate the use of lines, shapes, forms, and depict the illusion of depth (space). Demonstrate competency in a printmaking technique. Successfully demonstrate a variety of painting techniques. FA/IV.D/9-12/2/a, b Know how to organize the elements and principles of art. Create effective compositions using specified structures and functions. Create artworks that use organizational principles and functions to solve specific visual arts problems.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
Accounting I B1. Define accounting concepts. B8. Apply matching expense with revenue. B11. Apply consistent reporting. Most of C: Completing the Accounting Cycle for a Sole Proprietorship. Employability Competencies: Entrepreneurship Awareness 1. Describe five characteristics of the free enterprise economic system (ownership of property, profit motive, risk taking, competition, supply and demand). 4. Identify steps necessary to start a business (evaluate need, site selection, marketing plan, financial plan, management plan). 5. Identify business opportunities related to training.	<i>Communication Arts</i> CA/1/9-12/1/b, d Read, view, listen to, and evaluate written, visual, and oral communications. Make connections to previously read or viewed material or to real situations. Analyze and evaluate cause and effect of relationships in fiction and nonfiction. CA/1/9-12/2/a-c Locate and gather information and ideas. Plan and design methods to collect reliable data for particular purposes and audiences. Generate a list of key words and sources for a research topic. Conduct searches using a variety of technologies and resources. CA/1/9-12/6/a Demonstrate proficiency in speaking and writing standard English. Demonstrate fluency and accuracy in written and/or spoken communications. CA/1/9-12/3/a, d-f Make informed decisions regarding communications. Analyze appropriateness of communications for various audiences and purposes. Practice constitutional rights and responsibilities related to communicating and communications. Demonstrate sensitivity in language choices. Practice integrity in academic work and in the workplace.	FA/IV.D/9-12/6/a-c Know the multifaceted interplay of different media, styles, and forms. Demonstrate, analyze, and explain multiple solutions to an intended outcome. Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use. Effectively prepare artworks for display. FA/IV.D/9-12/7/a Know the techniques and the processes used in the creation of their artwork. Identify and describe problems encountered in art production and develop/demonstrate solutions.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
	<i>Social Studies</i> SS/LA/9-12/2/d, f, h, l What are essential characteristics of limited and unlimited governments? What importance do rule of law, <i>civil society</i>, political freedom, and economic freedom have under those systems? Organize information into useful forms for analysis or presentation. Apply acquired information and ideas to different contexts. Exchange information and ideas while recognizing the perspectives of others. Identify tasks that require a coordinated effort and work with others to complete those tasks. SS/LD/9-12/5/c, g, h, i, k, m, n Why and how do governments impose regulations on businesses? How should various regulations be evaluated? Design and conduct field investigations. Organize data, information, and ideas into useful forms for analysis and presentation. Apply acquired information to everyday life. Plan and make written, oral, and visual presentations. Identify a problem and define its scope and elements; develop and apply strategies to prevent or resolve the problem; examine the problem and proposed solutions from multiple perspectives; assess costs and benefits of the proposed solutions; evaluate the extent to which different strategies address the problem; and evaluate the processes used in addressing the problem. Identify tasks that require a coordinated effort and work with others to complete those tasks. Recognize and practice integrity in academic work.	SS/LA/9-12/1/h, j, n How do society's distinctive characteristics affect its <i>political culture</i>, its political processes, and the issues confronting its people? Apply acquired information, ideas, and skills to different contexts. Exchange information and ideas while recognizing the perspectives of others. Understand and apply the rights and responsibilities of citizenship. SS/LD/9-12/1/a Why do household economic wants provide an incentive to earn incomes? What consequences follow when a household's income is high or low? Develop questions and ideas to initiate and refine research.

Instructional activity name: Creating a Small Business.

Description: Students will create a design to be applied to an FHA organization's sweatshirt. They will keep a journal of costs involved to create their shirt. They will display and market their design to the rest of the organization.

Materials/resources required: White sweatshirts, red print calico, red thread, sewing machines, individual ledger pages, paper, and pencils.

Specific directions for organizing and conducting activity:

1. Students will create designs on paper.
2. Students will enlarge or reduce design to fit sweatshirt.
3. Students will apply the design to the sweatshirt (using applique method).
4. Students will display/market shirts to organization.
5. Students will keep record of all costs and expenses incurred.
6. Students will set selling price and determine percentage necessary for reasonable profit.
7. Students will take orders from other members.
8. Students will fulfill orders taken.
9. Product must be of salable quality.
10. Students will complete business profit/loss statement.

Instructors of other disciplines are brought in as follows:

Applied Math/Accounting--Come in to teach simple journal-keeping procedure.

Graphics/Fine Arts--Use of line and color in designs; also, teach size and space in designs. (If available, teach graphic design on computer.)

Communication Arts--Come in to help students develop proficiency in speaking to others and/or a group; also, work on demonstration and researching techniques so that students can check what market is available.

Social Studies--Work with the group on laws in establishing and protecting rights of small businesses; why laws were set up involving business; how economy affects product produced and sales of items produced.

Assessment procedures/criteria:

Members will purchase sweatshirt with an approved design if they are produced on time at a predetermined price at a quality that meets standards set by the FHA organization.

Unit Title: Developing Consumer Information Skills
Competency Profile: Contemporary Living (1995)
Instructor(s) name: Pat Garrett
Grade level: 10-12
Teaching time frame: 6-8 days

Rationale: Students will analyze advertising.

Unit description: Students will explore various forms of advertising. These examples of advertising will be analyzed and evaluated as to the impact they have on the culture of a society (e.g., behavior, beliefs, spending habits, etc.).

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
C2. Analyze advertising.	<i>Communication Arts</i> CA/I/9-12/1/a, b Read, view, listen to, and evaluate written, visual, and oral communications. Analyze and evaluate literary devices and techniques. Make connections to previously read or reviewed material or to real situations. CA/I/9-12/3/a-f Process, organize and evaluate information and ideas. Establish criteria for analyzing resources by identifying purpose and intended audience. Select useful ways to organize materials. Summarize or paraphrase information presented in a variety of communications. Evaluate materials for faulty reasoning, biases and propaganda. Identify similarities, differences, repetition and inaccuracies in data collected. Draw conclusions and form opinions based on data collected.	<i>Social Studies</i> SS/II.B/9-12/2, 3, 4 How do young people learn knowledge, skills, and values? How do cultures, subcultures, and groups shape people's thoughts and behavior? How do groups influence the thinking and behavior of their members? When is such influence consistent/inconsistent with the common good? What are examples of problems in this area? How may/should they be addressed? What moral, ethical, and legal obligations do people have toward one another in groups and society? How may membership in different groups lead to conflicting obligations? SS/III.B/9-12/1, 3, 5 What changes are occurring in the institutions of the cultures we are studying? What are the forces of change and of stability? What changes are occurring with regard to diversity in this and other cultures? What social issues are confronting this and other cultures? What are their probable causes and effects? How might/should they be addressed? SS/III.C/9-12/4, 7 How have ideas, beliefs, values, and technologies changed and diffused within and among cultures? Which has been more influential in shaping events studied: the actions of individuals or forces beyond the control of individuals? How do people, individually or in groups, respond to challenges?

Instructional activity name: Analyzing the Effects of Advertising

Description: Explore advertising, the various forms and types, determine the messages of the ad, and compare advertising from different time periods and possible influences on culture.

Materials/resources required: Magazines, newspapers, video camera and videotapes, computers, network access, library.

Specific directions for organizing and conducting activity:

1. Student will define advertising and the purpose of advertising.
2. Students will identify the various forms of advertising (e.g., formal--television, radio, newspapers, magazines, billboards, Internet, etc., and informal--clothes/labels, other people, etc.).
3. Students will then collect samples of the various forms of advertising.
4. Using these samples, students will identify each as to the type of advertising (e.g., factual, emotional, etc.). Also, students will determine the actual message(s) and the implied message(s) of each advertisement.
5. Students will research advertising from the past (such as 10 years ago, 20 years ago, etc.) and compare these to advertising of the present time. Possible comparisons: How does advertising reflect the culture of a specific time period? How have ideas, beliefs, values, and technologies changed over time?
6. Students will conduct a survey by assembling a variety of advertisements and developing a questionnaire to collect data on the advertisement's influence on the individual's beliefs and spending habits.
7. Students will write a research paper titled "The impact advertising has on the culture of our society."

Assessment procedures/criteria:

Rubric that includes each part of the activity

Title: Employment Skills
Competency Profile: Core Employment Skills (1987)
Instructor(s) name: Mary Avery
Grade level: 11-12
Teaching time frame: 1 week

Rationale: Prepare students to apply for a job in the work world.

Unit description: Develop adequate job-seeking skills (e.g., job search, job interview, resumé, employment opportunities).

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
B10. Prepare for the interview. B14. Develop plan for career awareness and growth.	<i>Communication Arts</i> CA/I/9-12/2/d Locate and gather information and ideas. Select applicable primary and secondary resources from print and nonprint materials. CA/II/9-12/6/a, b Demonstrate proficiency in speaking and writing standard English. Demonstrate fluency and accuracy in written and/or spoken communications. Consult sources (such as handbooks, dictionaries, spell checkers and handbooks) to increase accuracy in spelling, usage, punctuation and mechanics. CA/II/9-12/5/e Participate in informal presentations and discussions. Exchange information and ideas using technology. CA/III/9-12/1/d Apply communication strategies to identify, understand and solve problems. Collect and select relevant data from a variety of sources. CA/IV/9-12/1/f Apply communication skills and strategies to facilitate decision-making. Recognize a variety of techniques used to influence decisions.	<i>Social Studies</i> SS/II.B/9-12/2/c, d How do young people learn knowledge, skills, and values? How do cultures, subcultures, and groups shape people's thoughts and behavior? Use technological tools and other resources to locate, select, and organize information. Interpret information from sources (e.g., documents, newspapers, videotapes, CD-ROMs, laser disks, on-line services, books, and direct observations) and evaluate the accuracy of the information and the reliability of its sources. SS/II.C/9-12/3/c, i How have new technologies in such areas as communication, transportation, industrial production, and agriculture contributed to social change and given rise to new issues? Use technological tools and other resources to locate, select, and organize information of relevance for historical inquiry. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
		SS/II.D/9-12/2/b, c, g, h, i How is people's behavior affected by economic conditions? (Such conditions may include relative differences among: prices and quality of goods and services; wages of different jobs; interest rates charged on loans; interest rates paid on savings accounts, and probable risks with regard to profit-making enterprises.) Plan and conduct research, including surveys, field investigations, and library research, to answer questions, determine patterns, and evaluate cause-effect relationships. Use technological tools and other resources to locate, select, and organize information. Organize information in ways that are useful for analysis and presentation. Plan and make presentations. Review and revise communications to improve accuracy and clarity. SS/II.D/9-12/6/n What are the functions of economic institutions? (The institutions may include households, businesses, labor unions, banks, insurance companies, stock markets, not-for-profit organizations, and multi-national economic organizations, such as the EEC, NAFTA, and OPEC.) Explore and prepare for educational and job opportunities.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
		SS/III.D/9-12/1/b, c, d, f, h What factors are contributing/may contribute to changes in the demand, supply, and prices of specific goods and services? What are likely consequences of those changes? Conduct research, including surveys and <i>field inquiries</i>, to answer questions, discover patterns and relationships, and evaluate information and ideas. Use technological tools and other resources to locate information relevant to research. Comprehend and interpret sources, such as books, news media, economic graphs and statistics, and direct observations, and evaluate their reliability. Organize data, information, and ideas into useful forms for analysis and presentation. Plan and make written, oral, and visual presentations.

Instructional activity name: Developing a Plan for Career Awareness and Growth

Description: Developing adequate job-seeking skills such as job search, interviews, etc.

Materials/resources required: Newspapers, computers, camcorder, VCR, paper pad or tablet, markers.

Specific directions for organizing and conducting activity:

1. Brainstorm employment opportunities of interest to students (group work).
2. Write them on the pad/tablet and design a graph of their locations.
3. Research the opportunities on the computer.
4. Complete a personal resumé using resumé-writing software.
5. Proofread and make necessary corrections.
6. Conduct mock interviews.
7. Contact various companies and research any possible employment opportunities of interest to students.

Assessment procedures/criteria: Design an employment portfolio and conduct mock interviews with students. The project will be evaluated with a rubric by other group members and the teacher using a computer and video.

Title: Historic Musical Production
Competency Profile: Custom Sewing (1994)
Instructor(s) name: Mary Kay Robinson
Grade level: 9-12
Teaching time frame: 1 month

Rationale: To enable students to understand how politics and economics influenced life in the 1940s.

Unit description: Understand life in the 1940s.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
C1. Add/eliminate seam. C2. Add/eliminate cuffs (sleeve and pants). C3. Change collar and/or lapels. C4. Shorten/lengthen collar. C5. Add/eliminate yoke. C6. Remove pleats. C7. Add/remove flare (pants and skirt). C8. Change darts (location and curve). C9. Change location of fasteners (e.g., buttons, buttonholes, zippers) C10. Change/substitute types of fasteners.	<i>Social Studies</i> SS/III.C/9-12/8/k How did people of different cultures and stations in life perceive and evaluate the events and developments of their times? Why are our perceptions and evaluations today often different from theirs then? Plan and make presentations for a variety of purposes and audiences.	<i>Fine Arts</i> FA/IV.D/9-12/2/a, b Know how to organize the elements and principles of art. Create effective compositions using specified structures and functions. Create artworks that use organized principles and functions to solve specific visual arts problems.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
C11. Change pocket (inseam, hip, welt). C12. Make insets (alter width, length). C13. Make facing pattern. C14. Make lining patterns. C15. Adjust waists. C16. Adjust widths of garments or products. C17. Adjust lengths of garments or products. C18. Shorten sleeves. C19. Reweave hole in garment/product.		

Instructional activity name: Sew What!

Description: Historical costume alterations involve altering/adapting costumes from the theater's wardrobe for the school musical (e.g., *The Sound of Music*)

Materials/resources required: Video of the musical, existing theater wardrobe, sewing machines, materials for costumes.

Specific directions for organizing and conducting activity:

1. Meet with teachers to divide responsibilities.
Social studies--historical report on the era of the musical.
Fine arts--set design, construction, and musical production. Fine arts will use principles and elements of design to design the costumes to coordinate with the set and historical era.
FACS--work with fine arts students to design costumes (keeping the choreography in mind).
FACS--alter costumes for historical adaptations.
2. View the video of the musical.
3. Social studies students give a report to the fine arts and FACS students.
4. Fine arts students work with the FACS students to design/adapt costumes.
5. FACS students complete the costumes.

Assessment procedures/criteria: Designs and costumes must be approved by the director before the FACS students start and also after they finish. Evaluate the costumes on stage, as well.

Title: Exploring Resource Challenges
Competency Profile: Exploratory Family and Consumer Sciences (1995)
Instructor(s) name: Joan Hansen
Grade level: 7-8
Teaching time frame: 1 to 1½ weeks

Rationale: To be a better consumer and understand rights and responsibilities of consumers and producers. To provide an opportunity to team-teach with academic teachers.

Unit description: To become aware of all problems concerning a consumer (e.g., buying, selling, consumer protection, etc.).

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
B7. Develop an individual entrepreneurship plan. B11. Analyze issues related to consumer practices. B12. Compare product and service information. B14. Investigate accompanying costs of products and services. B15. Identify services and regulations which protect consumers.	<i>Communication Arts</i> CA/I/5-8/5/d Analyze and evaluate how language and communications influence and reflect the cultures or eras in which they are created. Compare and contrast communications that reflect differing perspectives on a current issue. CA/I/5-8/2/c Locate and gather information and ideas. Compare several sources on a topic to determine reliability. CA/I/5-8/3/a, c, e, f Process, organize and evaluate information and ideas. Recognize different viewpoints, biases and propaganda. Draw conclusions and form opinions. Summarize main ideas. Determine relevance of information to purpose and audience.	<i>Fine Arts</i> FA/IV.A/5-8/5 Know the function of visual arts in the vocational and avocational fields in the community. FA/IV.C/5-8/2/a Know art media and processes. Demonstrate technical skills needed to create products with aesthetic integrity. FA/IV.C/5-8/3/a Know artistic moods. Apply knowledge of varied media and tools to produce a specific visual statement. FA/IV.D/5-8/1 Know the elements and principles of design. FA/IV.D/5-8/2/b Know media, methods, and reasons for choices. Produce two- and three-dimensional works of art with a particular composition, subject matter, expressive quality, or expressive content. FA/IV.D/5-8/4 Know career opportunities in the visual arts.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
E4. Select food sources of nutrients. E8. Analyze nutrition labeling. E10. Analyze food advertisements. E13. Demonstrate proper food preparation techniques. E15. Use safe food storage and preparation methods.	CA/II/5-8/4/c, d Create print and nonprint communications to publish or formally present information and ideas. Evaluate and revise content considering audience feedback. Edit and proofread communications. CA/II/5-8/6/a, b, c, d Demonstrate proficiency in speaking and writing standard English. Use standard spelling in materials written for another reader. Self-correct grammar/usage, punctuation, capitalization and mechanics in their writing. Demonstrate increasing proficiency in using standard English usage in their speaking. Demonstrate increasing fluency in a variety of situations requiring writing and speaking. CA/II/5-8/5/a, b, d Participate in informal presentations and discussions. Speak clearly and loudly enough to be heard in large and small groups. Listen attentively and respond courteously to others. Contribute by making relevant comments. CA/III/5-8/2/e Analyze and evaluate problem-solving strategies of characters in fiction, nonfiction, drama and film. Compare and contrast how cultural or social differences might have an impact on the problem and/or solution.	Mathematics MA/I/5-8/1/a A variety of problem-solving strategies (such as organizing data, drawing a picture, looking for a pattern, writing an expression using a variable). Use problem-solving approaches to explore and construct meaning from mathematical content. MA/I/5-8/4 Mathematical problem-solving strategies can apply to all disciplines and real-world problems. MA/IV/5-8/2 Mathematics is used in other subject areas. MA/IV/5-8/3/b Mathematics is used in the real world. Apply mathematical reasoning and modeling to solve problems from other disciplines, such as art, music, psychology, science, and business. MA/V/5-8/2/c Numbers and their relationships can be represented in multiple forms. Describe connections and relationships of numbers such as ratios, proportions, and percents in problem situations. MA/VII/5-8/2/a Methods to analyze data. Develop, analyze, and explain methods utilized to collect, organize, and describe data.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
<i>Enrichment activity competencies</i> B2. Describe ways to use, trade and share personal resources. B16. Describe consumer action for recourse and other responsibilities. G1. Describe personal qualities and training required. G2. Identify careers. G4. Describe advantages and disadvantages of owning a home-based business. G5. Assess personal skills and resources to be an entrepreneur.	<i>Social Studies</i> SS/I.D/5-8/6 Why and how do governments impose regulations on businesses? SS/II.D/5-8/1 How do economic wants vary among individuals and provide an incentive to earn <i>incomes</i>? How do households earn incomes? SS/III.D/5-8/4 How does relative price, the price of one good or service compared to those of other goods and services, influence the behavior of consumers and producers?	MA/IX/5-8/3/c, d Patterns may be used to describe relationships for multiples, factors, and exponents. Use real-world and mathematical problem situations to develop and apply number theory concepts (such as primes, factors, and multiples). Realize the dynamic nature of mathematics and how different mathematical systems apply to current and developing real-world situations.

Instructional activity name: The Cookie Factory Challenge

Description: Students will learn how products are produced and marketed. They will learn about consumer laws, selling strategies, pricing, sanitary food preparation and storage techniques, packaging, and entrepreneurship.

Enrichment activity ideas include an in-depth study about how entrepreneurship might work for them. This could be a means of supplemental income or a career and can also lead to examination of other career choices (graphic arts, advertising, consumer law, etc.). Examples of cookie entrepreneurs are Mrs. Fields and Famous Amos. As a result of these activities, students are empowered to become economically independent and/or start a home-based business. Enrichment activities include:

1. Research--Examine the cost of a 30-second TV commercial, local newspaper advertising, and/or national magazine advertising.
2. Guest speaker--Invite a home-based business owner or someone from a business that started in the home.
3. Field trip--Visit a grocery store and look at packaging; judge the most effective one in a category. Invite the store manager to explain how

merchandise is displayed for best selling purposes (e.g., top shelf vs. middle shelves, store displays vs. warehouse style).

4. Audiovisual--Show a video such as "Supermarket Persuasion" from the Learning Seed.
5. Concessions--Investigate possibilities of selling homemade cookies or other foods for profit at a school concession stand at a ball game or during lunch. Food must be kept sanitary during selling and preparing. Figure costs of ingredients, advertising, labor (during baking, cleaning, and selling), profit expected, and actual profit. Discuss how working together gets the job done.
6. Production--Form an assembly line for making and packaging the cookies. Discuss benefits and disadvantages of a production assembly.
7. Communication--Write an article about the project and submit it (with pictures) to the school or community newspaper.
8. Culinary arts--With instructor assistance, student(s) could create an original cookie recipe. Let other students sample and judge it.

Materials/resources required: Cookie ingredients, prep area, paper, poster board, art supplies for packaging and advertising, videos and resource materials with consumer information

Enrichment activity: Video camera for making a commercial

Specific directions for organizing and conducting activity: After sufficient study of consumer issues, students will demonstrate the skills they learned through this assignment. (See next page.) Further discussion (enrichment) may include a discussion of how this knowledge may lead to economic empowerment, using Mrs. Fields, Famous Amos, or anyone else they know who has made a living or supplemented their income through this means. The instructor is at liberty to use part or all of the lesson through class assignments or individual assignments. Other departments can easily become a part of this activity.

Assessment procedures/criteria: Use the rubric provided (adapting as needed) for teacher and peer evaluations. Display packages for the entire school to see.

The Cookie Factory Challenge

1. Each group chooses a cookie recipe and an original name for their cookies.
2. All ingredients are weighed before mixing.
3. The cookies are baked using proper, sanitary methods. The goal is one dozen perfect cookies. These cookies will be packaged, and each group will provide a sample cookie for each class member.
4. Each group prepares the cookie package they feel would help sell the cookies. The package will be graded on:
 - Neatness
 - Creativity of name and packaging
 - All the necessary information on the package:
 - Name and flavor of the cookie
 - Name and address of the manufacturer
 - Nutrition facts (teacher helps with these)
 - Listing of the ingredients (most to least in weight)
 - Weight of the package
 - Universal Product Code
 - Optional information, such as pictures, recipes, coupons, special offers
 - Package is capable of holding in freshness and will prevent cookies from being crushed.
5. Weigh 12 cookies (figure standard and metric weight).
6. Price ingredients and figure cost per cookie. Then, decide on selling price of the package of cookies.
7. Each group is responsible for a radio announcement, television commercial, or poster to advertise their product.
8. Each group will present their advertising technique and package to the class. Also, they will distribute cookies to the class members at this time.

**The Cookie Factory Challenge
Evaluation Check Sheet**

Names of group participants:

Date: _____

Directions: Read this evaluation carefully *before* the project begins so you may set your performance goals. Each student should evaluate him/herself on this sheet and hand it in. Check the number you feel you deserve in the space provided. You may add others you feel are appropriate. Also, answer the following questions: What are some things I learned by doing this project? What did I like best about the project (besides eating)? Is there anything I would change? Did my group work well together? If there were problems, what were they? How were they solved?

Task	Super (10 points)	Average (7 points)	Could be better (4 points)	Didn't do (0 points)
<i>Cookie prep</i>				
Used proper hygiene				
Uniform size				
Taste				
Proper storage				
Proper lab clean-up				
Other:				
<i>Packaging</i>				
Creative, appropriate, original name				
Included all needed information				
Graphics neatly done				
Appropriate size for contents				
Sells the product				
Truthful				
Other:				
<i>Advertising</i>				
Creative, original				
Would sell the product				
Work neatly done				
Truthful				
Worked well with other students				
Handed in complete evaluation check sheet				
Total points				

Title: Child Safety
Competency Profile: Family and Consumer Sciences (1995)
Instructor(s) name: Gay Wieland
Grade level: 11-12
Teaching time frame: 2 weeks

Rationale: Students will be able to perform the necessary first-aid skills for a variety of emergencies. This is of great importance with the growing demand for child care in today's society.

Unit description: Identify an emergency situation and perform the necessary first-aid procedure (e.g., assess emergency situation, perform Heimlich maneuver, perform CPR).

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
12. Develop health-related emergency procedures.	<i>Health Education/Physical Education</i> HP/I.A/9-12/2/a The use of the scientific method and problem-solving helps individuals to examine system functions and disease formation. Recognize actual problems related to healthy system functioning encountered in daily living situations, e.g., stress, inactivity, high fat diet, etc.; Using appropriate technology and other resources, formulate logical and creative strategies to predict, prevent and solve health problems. HP/III.B/9-12/3/a CPR, the Heimlich Maneuver and methods to control bleeding are life-saving procedures that can reduce the risk of sudden death. Identify situations or health conditions that can cause cardiopulmonary arrest and describe the life-saving procedures such as CPR.	<i>Communication Arts</i> CA/I/9-12/1/b Read, view, listen to, and evaluate written, visual, and oral communications. Make connections to previously read or viewed material or to real situations. CA/I/9-12/2/e Locate and gather information and ideas. Access community resources. CA/I/9-12/3/b, c Process, organize and evaluate information and ideas. Select useful ways to organize materials. Summarize or paraphrase information presented in a variety of communications.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
	HP/V.C/9-12/2/a, b Proper treatment for exercise-related injury aids in recovery rate for return to exercise. Following proper treatment procedures is important for individuals. Administering emergency treatment to others, such as basic first aid and CPR, is important. An awareness of how to activate Emergency Medicine System (EMS) is also necessary. Distinguish between life-threatening and non-life-threatening injuries and when to seek medical attention. Demonstrate competence in basic first aid and CPR.	<i>Fine Arts</i> FA/IV.B/9-12/3/b Know how to communicate in various visual, oral, and written formats. Apply subjects, symbols and ideas in their artworks and use the skills gained to solve problems in daily life.
	<i>Social Studies</i> SS/I.B/9-12/3 How do decisions of <i>governance systems</i> affect individuals, groups, and society? SS/II.A/9-12/4 How do laws and government policies affect civil society, individuals, and groups? SS/III.B/9-12/5 What social issues are confronting this and other cultures? What are their probable causes and effects? How might/should they be addressed? SS/III.D/9-12/5 How are changes in economic systems affecting individuals, businesses, households, and nations?	

Instructional activity name: Infant/Child CPR

Description: Students will list the steps to give CPR to an infant and will identify legal aspects of providing care. Students will also be required to accurately perform CPR on an infant.

Materials/resources required: Infant CPR mannequin, body system mannequin or poster of circulatory and respiratory systems, poster board, markers or computer graphics, EMT or CPR instructor.

Specific directions for organizing and conducting activity:

NOTE: The FACS instructor should check on school policy regarding first-aid instruction *before* beginning instruction, as well as the latest body substance precautions (blood, etc.).

Students will be asked to develop a case study situation in which a child is injured and needs CPR or the Heimlich maneuver. The case study must address the following: description of how the injury occurred, characteristics/symptoms that the child is showing, description of the scene, and description of the necessary treatment (including all steps) given to the child.

After the case study situation has been developed, students will be asked to make a flow chart of the necessary steps to follow in the situation. The flow chart must include all of the steps from assessing the scene, primary survey, and activating emergency medical systems, to the steps of administering first aid. The chart will end with the arrival of the emergency medical system. Once the flowchart has been developed, students will illustrate the chart to show the first-aid process. The

graphics must show proper hand positioning for the Heimlich maneuver and CPR, how to tilt the head of the victim, etc. In addition, students need to address the legal aspects of providing care (rights of the victim and responsibilities of the caregiver). Also, the legal responsibilities of the homeowner should be addressed if someone is hurt/injured on the property. This is of importance when children are cared for in the home of the caregiver. Finally, students will be asked to perform the necessary first-aid procedures that would be used in an actual emergency.

This project may be extended to include other injuries, such as burns, bleeding emergencies, poisoning, etc. This could also be used as a community service or FHA/HERO project. If conducted in the evening, students who are not enrolled in these classes may be trained in the proper first-aid procedures and the basics of child development and child care. The parents of these child care providers may benefit from the legal aspects of caring for children in the home.

Assessment procedures/criteria: Students will be assessed by a test over the circulatory and respiratory systems and by the rubric on the following page.

Activity Grading Scale (50 pts. possible)

Components	Superior (5)	Average (3)	Inferior (0)
<i>Case study</i> Description of scene or setting of accident	Complete set of details given so scene could be easily depicted.	Some description given but not all details added.	Description is lacking in details.
Description of how injury occurred	Complete description of injury with all background information of events prior to the injury.	Injury was described but background information lacking.	Injury not completely described, and no background information was given.
Characteristics/symptoms described	All possible characteristics/symptoms to indicate and assess an injury were described. All information was accurate.	Most but not all characteristics/symptoms were described. All information was accurate.	Very few symptoms described and/or inaccuracies in the information were present.
Description of necessary treatment	All steps of necessary treatment are provided and accompanied with descriptions of how to perform all steps. All information is accurate.	All treatment steps present but no descriptions of how to perform the steps. All information provided is accurate.	Inaccuracies present in steps to providing treatment.
<i>Flow chart</i> Steps of treatment	All steps of the process are included in the correct order (assessing scene, primary survey, activating EMS, proper steps of procedure).	All information of the procedure is included and in correct order. Chart is lacking in the initial assessments.	Steps of the procedure and/or initial assessment are missing, or there are inaccuracies in treatment.
Illustrated steps of the flow chart	All steps of flow chart have illustrations.	Some steps of the flow chart have been illustrated.	No steps are illustrated.
Accurate illustrations	All illustrations show proper hand positioning, care of victim, etc.	Illustrations are correct, but more details could be added to enhance clarity.	Illustrations are incorrect.
<i>Laws</i> Rights of victim	All rights of victim are addressed, along with laws that affect them.	Rights are addressed, but specific laws are not discussed.	Incomplete description of rights.
Responsibilities of caregiver	All responsibilities of caregiver are addressed, along with laws that affect them.	Responsibilities are addressed, but specific laws are not discussed.	Incomplete description of responsibilities.
<i>First aid</i> Listing and performance of steps	Caregiver provides care with no hesitation, and all steps are performed properly.	Steps are performed properly, but caregiver hesitates before performing the steps.	There is hesitation before performing steps, or when steps are performed, they are not done properly.

Title: **Problem-Solving: Timely Topics**
Competency Profile: Family/Consumer Resource Management (1995)
Instructor(s) name: Brenda Smith
Grade level: 9-12
Teaching time frame: The unit takes 3-5 days; activities can be done in intervals up to two months.

Rationale: Students are often faced with problems outside of the classroom that prevent them from functioning within class/school frameworks. Often, students simply turn to a peer for advice and act on that peer's experience or hearsay without any information or guidance upon which to base a decision. Students need instruction in problem-solving and decision-making strategies. Students need to know of resources available to assist them in the decision-making and problem-solving process. Industry needs workers who are able to solve problems in various workplace situations that are not based on memorized facts or formulas. Workers and family members need critical thinking, problem-solving, and decision-making skills to lead a more quality life. Students need to be taught how to solve problems and make informed choices so they can contribute to economic stability and quality of life for their families.

Unit description: Half of the information today will be outdated in 2-5 years. The quality of work and family life depends on problem-solving abilities. We will better prepare students for work and family life if we teach strategies and real-life applications for solving personal and family problems. Students need to be aware of resources, then how to think and evaluate materials for themselves.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
A1. Utilize FHA/ HERO program(s) to address family/ consumer resource issues. A2. Utilize leadership qualities and skills for problem solving B3. Identify informational resources.	<i>Communication Arts</i> CA/I/9-12/3 Locate and gather information and ideas. CA/I/9-12/4 Process, organize and evaluate information and ideas. CA/I/9-12/5 Demonstrate understanding of information and ideas through the creation of print and nonprint communications. CA/I/9-12/6 Apply acquired information, ideas and processes involving communications to new situations and tasks.	<i>Social Studies</i> SS/II.B/9-12/2 How do young people learn knowledge, skills, and values? How do cultures, subcultures, and groups shape people's thoughts and behavior? SS/II.B/9-12/3 How do groups influence the thinking and behavior of their members? When is such influence consistent/inconsistent with the common good? What are examples of problems in this area? How may/should they be addressed? SS/IV.B/9-12/2 How do voluntary organizations serve social needs in the local community, state, nation, and world?

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
C3. Apply a decision-making process. C4. Assess personal resources.	CA/III/9-12/1 Apply communication strategies to identify, understand and solve problems. CA/IV/9-12/1 Apply communication skills and strategies to facilitate decision-making.	SS/IV.B/9-12/4/j, p, q In what ways can citizens, including high school students, work personally or in organizations to promote the common good through community service or political activity? Identify and define problems facing the school and local community; work with others to address those problems; propose strategies to prevent or resolve the problems; examine the problems and strategies from multiple perspectives; evaluate the extent to which the strategies address the problem; and assess the costs, benefits, and other consequences of the strategies. Recognize and practice integrity in academic work. Identify tasks that require a coordinated effort and work with others to complete those tasks.
	<i>Fine Arts</i> FA/IV.B/9-12/3/b Know how to communicate in various visual, oral, and written formats. Apply subjects, symbols and ideas in their artworks and use the skills gained to solve problems in daily life. FA/IV.D/9-12/1/e Know how to employ two- and three-dimensional processes at a more sophisticated level. Use a variety of techniques (drawing, computers) that demonstrate the use of lines, shapes, forms, and depict the illusion of depth (space). FA/IV.D/9-12/2/b Know how to organize the elements and principles of art. Create artworks that use organizational principles and functions to solve specific visual arts problems.	<i>Mathematics</i> MA/V/9-12/1/a Addition, subtraction, multiplication, and division with real numbers. Develop, analyze, and explain procedures used for representing and analyzing relationships in tables, verbal rules, equations, and graphs. MA/V/9-12/3 The appropriate use of technology. MA/VII/9-12/4/a The process required to analyze and present data. Interpret and summarize data from charts, tables, and graphs that appear in real-world situations.

Instructional activity name: Timely Topics

Description: Conduct a survey of students to determine problems they face. Investigate the school and community for resources to assist students in decision making and solving problems of identified topics. Design information tools (flyers, brochures, signs, posters, displays) to distribute (in school hallways, bathrooms, library, classrooms, display cases, school newspaper, and community) to help students (youth and adults) connect with reliable sources of help for their concerns.

Materials/resources required: Library resources (magazines, newspapers, videos, books, online services, encyclopedias, CD-ROMs, laser disks, computers), computer lab with clip art and publication design software, community resources like speakers and organizations, poster board, markers, graphic art supplies, display boards and/or cases, paper for flyers and brochures, calculators for data analysis, publicity (community newspaper and/or radio)

Specific directions for organizing and conducting activity:

1. Brainstorm specific topics of teen concerns.
2. Devise a scavenger hunt for school and community resources of information on topics of teen problems/concerns.
3. Develop a survey for the student body to identify problems or concerns of local students. Survey questions could have categories of:
 - a. Families (violence, conflicts, crises, etc.)
 - b. Social (dating, friends)
 - c. Physical (appearance, diet, health, sexuality)
 - d. Work/school
 - e. Community
4. Develop criteria to assess/evaluate survey results.
5. Get administrative approval and distribute survey to the entire student body.
6. Analyze problems from survey and determine the top problems.
7. Use references identified from the scavenger hunt to create lists of resources of information about these problems.
8. Design flyers, brochures, signs, posters, and displays to distribute within the school and community to help students and adults connect with sources for help for their concerns. The school and community could focus on monthly issues identified by teens.
9. Speakers could be brought into various classes throughout the year to address the problems identified. Public service announcements could be developed regarding concerns and resources.
10. The school and community media (newspapers, radios, technology classes) could feature the issues being discussed.
11. Projects and presentations could be made by FHA/HERO and/or other student organizations to address teen concerns, resources, and possible solutions. Presentations could be made to civic, community, and/or educational groups.
12. Students could make a large clock to be displayed for the student body to see. On the clock face are the topics of concern identified by the surveys. As the time comes for each topic to be addressed, students could move the hands to point out the topic.

Assessment procedures/criteria: Students will be assessed on the quality of their responses and by rubrics used to evaluate the survey and the informational flyers/media created.

Unit Title: Emergency Scenario
Competency Profile: Family/Individual Health (1995)
Instructor(s) name: Pat LaDuke
Grade level: 10
Teaching time frame: 3 weeks

Rationale: Students will be able to demonstrate performance competencies and solve problems in emergency situations.

Unit description: Identify, analyze, and perform emergency first aid techniques in an accident scenario.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
G5. Demonstrate methods of avoiding threatening situations.	<i>Communication Arts</i> CA/I/9-12/2/d, e Locate and gather information and ideas. Select applicable primary and secondary resources from print and nonprint materials. Access community resources. CA/III/9-12/1 Apply communication strategies to identify, understand and solve problems. CA/IV/9-12/1 Apply communication skills and strategies to facilitate decision making.	<i>Science</i> SC/VII.B/9-12/3 Optimum conditions are maintained in an organism as a result of special functions performed at the cellular level.

Instructional activity name: CPR and Emergency First Aid Technique Scenario (NOTE: Instructor is CPR certified.)

Description: Participate in a CPR and emergency first aid scenario by applying the principles and techniques discussed in Family and Individual Health class. Students will determine by triage the priority 10 injuries.

Materials/resources required: Home health-care coordinator, Staff for Life, ambulance personnel and students from LPN program or drama class, wrecked car from auto salvage, emergency first aid supplies, assessment sheet

Specific directions for organizing and conducting activity:

1. Meet with drama and science teacher, school LPN instructor, ambulance director or administrator, drama teacher, and owner of auto salvage.
2. Prepare emergency scenarios taken from the basic first aid and CPR competencies.
3. Contact LPN students and citizens in the community to participate as "victims" in the scenario. This helps network the school and community.
4. Construct first aid kits and scenario descriptions for each health class.
5. Purchase fake blood, make-up, and other supplies for "victims".
6. Instruct students in basic first aid and CPR techniques. (CA/VII.B/9-12)
7. Contact local media sources to bring attention to the activity and the interaction between school and community.
8. Prepare evaluation device.
9. Make arrangements to transport car and other props to scene.
10. Instruct students on evaluation criteria. (CA/VII.B/9-12)
11. Take students to "accident scene." Time the procedures and listen for communication techniques. (CA/III/9-12; CA/IV/9-12)

Assessment procedures/criteria:

Students will be evaluated by a check-off sheet on the performance of CPR and first aid skills. Evaluations will be based on the accepted competencies in these tasks.

Drama instructor will be responsible for teaching the following skills prior to the emergency scenario: problem-solving techniques and effective communication skills.

Science instructor will be responsible for teaching the following skills prior to the emergency scenario: circulatory system/respiratory system and anatomy and functions.

Unit Title: Identifying and Reducing Stress in Individuals and Family
Competency Profile: Family Living and Parenthood (1995) and Contemporary Living (1995)
Instructor(s) name: Vicki Garton
Grade level: 12
Teaching time frame: 1 to 1½ weeks

Rationale: Students will identify sources of stress, effects on the body, and strategies for reducing stress.

Unit description: The unit will open with a stress-building activity, which includes lessons on giving number ratings to stressful events in a set time period, information on effects of stress on the body, strategies for relieving stress, a personal management plan, and a written analysis after following the plan for a week.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
E7. Analyze factors leading to stress and resiliency in families. E8. Develop strategies to manage common sources of stress for individuals and families. E9. Assess community resources available to individuals and families. Contemporary Living S1. Develop skills for coping with crises (disabilities, death and dying, suicide, divorce, substance abuse). S2. Identify support groups. S3. Apply strategies for strengthening family relationships.	<i>Health Education/Physical Education</i> HP/I.A/9-12/1/a Personal health behaviors can have both short and long-term consequences on the functioning of human body systems. Determine the impact both history and current practices have on the development of a healthy body. HP/II.A/9-12/2 Health-related fitness components include body composition, muscular strength and endurance, flexibility, and cardiovascular fitness. HP/II.C/9-12/1/a, b An informed consumer knows how to analyze health information, services, and products to remain current with technological advances that could impact consumer decisions. Make informed health decisions by analyzing health information from a variety of resources. Evaluate the reliability of health services, products, and information. HP/III.D/9-12/1/a Preservation of a healthy environment includes individual responsibility, societal commitment, government regulations, and health advocacy for the monitoring, reporting, and prevention of potential environmental hazards. Examine ways that individuals, communities and state and federal government cooperate to promote environmental health.	<i>Communication Arts</i> CA/I/9-12/1/b, d Read, view, listen to, and evaluate written, visual, and oral communications. Make connections to previously read or viewed material or to real situations. Analyze and evaluate cause and effect relationships in fiction and nonfiction.

Instructional activity name: Developing Strategies to Relieve Stress

Description: This is a one-period activity that would be near the end of a broader unit on stress. It infuses Health/PE and communication arts concepts and could link with Health/PE.

Materials/resources required: Rug pieces or mats; students in jeans or slacks; individual, nonbreakable thermometers; tape; relaxing music; lights that can be lowered or shut off.

Specific directions for organizing and conducting activity:

Brainstorm positive and negative stress relievers. Science or health instructor will give a short lesson on the impact of stress on parts of body or will provide this information to FACS teacher. This will include information that as the stress level lowers, temperature of extremities will rise. After the lesson, students tape thermometers to thumbs and go through relaxation exercises as relaxing music plays. At the end of 20-30 minutes, use stretching exercises to return gradually to classroom activity. Students check thermometers to see if their temperatures have risen, indicating relaxation.

Assessment procedures/criteria:

Students use a calendar to identify times of high stress, ways they could use relaxation techniques, or other positive stress relievers. At the end of a week, students write a short analysis paper on how they have used positive stress reduction during the previous week. The paper should examine factors that prevented them from using these techniques, as well as the effectiveness of techniques used. A language arts teacher could help develop criteria for an analysis paper and a grading rubric.

Title: Making the Grade
Competency Profile: Family Living and Parenthood (1995)
Instructor(s) name: Phyllis Hastings
Grade level: 10-12
Teaching time frame: 3-4 weeks

Rationale: An increasing number of pregnant teens are becoming single parents in poverty.

Unit description: To decrease the dropout rate among pregnant and parenting teens and to increase fathering skills.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
B3. Analyze the effects of values on personal thoughts, attitudes, actions, and life roles. B4. Determine methods for setting priorities. B5. Identify strategies for promoting responsible behaviors. D1. Evaluate personal and environmental factors influencing relationship choice, development and termination.	<i>Mathematics</i> MA/I/9-12/1, 4/a-e Problem-solving strategies such as organizing data, drawing a picture, looking for a pattern, modeling, researching, and algebraic strategies. Mathematical problem-solving strategies can apply to all disciplines and real-world problems. Use problem-solving strategies to investigate and understand mathematical content. Recognize and formulate problems from situations within and outside mathematics. Organize, develop, and apply integrated mathematical problem-solving strategies to solve problems within and outside mathematics. Apply the process of mathematical modeling to real-world problem situations. Analyze, evaluate, and reflect upon the process(es) used in solving problems.	<i>Communication Arts</i> CA/I/9-12/1 Read, view, listen to, and evaluate written, visual, and oral communications. CA/I/9-12/2/c, e Locate and gather information and ideas. Conduct searches using a variety of technologies and resources. Access community resources. CA/I/9-12/6/d Apply information, ideas, processes, and skills learned in the study of communication arts to new situations and tasks. Provide support for observations and opinions. CA/I/9-12/4/f Create print and nonprint communications to publish or formally present information and ideas. Offer advice to classmates about revision and editing, providing support for their observations and opinions.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
D2. Develop responsible behaviors related to sexuality. D3. Analyze trends in family structure. E3. Devise strategies for coordinating work and family responsibilities. E9. Assess community resources available to individuals and families. F1. Identify characteristics of positive parenting. F4. Compare and contrast parenting issues related to various family types.	MA/III/9-12/1, 2, 5/a-d Information may be organized in a variety of forms to look for patterns and relationships. Results must be justified. The process of deductive reasoning. Make and test conjectures. Defend the validity of their conclusions using mathematical strategies. Follow the mathematical reasoning of others and determine validity. Apply inductive and deductive reasoning. MA/IV/9-12/1/a Problems may be looked at in more than one way. Recognize and/or derive equivalent representations for a concept. MA/VII/9-12/3, 4/e, f The process required to design and conduct a survey or experiment. The process required to analyze and present data. Investigate the concept of a random variable. Design and interpret simulations to estimate probabilities.	CA/III/9-12/1/a-g Apply communication strategies to identify, understand and solve problems. Identify and define problems. Listen attentively and contribute to group discussions. Take accurate notes during discussion. Collect and select relevant data from a variety of sources. Analyze pros and cons of suggested solutions. Evaluate the reliability of information. Brainstorm possible solutions to problems. CA/III/9-12/4/a Analyze and solve problems involved in creating their own written, oral, and visual communications. Clarify vague or inaccurate communications. CA/IV/9-12/1/d, e Apply communication skills and strategies to facilitate decision-making. Listen to and consider the ideas and opinions of others. Analyze events, information and experiences to make decisions. CA/IV/9-12/3/a, f Make informed decisions regarding communications. Analyze appropriateness of communications for various audiences and purposes. Practice integrity in academic work and in the workplace.

Instructional activity name: Bull's Eye

Description: Taking everyday events and studying how they affect personality development

Materials/resources required: Teacher set of questions, pencil, Bull's Eye worksheet.

Specific directions for organizing and conducting activity:

1. Large group: Teacher asks a series of questions about growing up (e.g., When did you learn to walk? What was your most exciting event between birth and age five? List awards you received in elementary school.) All will be positive and designed to stimulate pleasant memories.
2. After the question-and-answer time, the teacher assigns students to small groups of four or five.
3. As each person reads their "life story" that was written in step 1, the other group members listen and note any positive thoughts about that person. When the reader is finished, they pass around a paper containing a drawing of a bull's eye. Each member says something good about the reader and writes it on the bull's eye. Everyone in the group reads their story and responds to others' stories. Continue until every bull's eye is complete. Example: A student may say, "When I learned to ride my horse, I kept falling off so many times I cracked three ribs. Another student may respond, "You seemed to have developed a desire to succeed as you kept falling off the horse but just kept getting back on."
4. Large group: Teacher asks, "How do you feel now?" Follow with general discussion.

Assessment procedures/criteria: Quiz on factors that influence our personalities (looking for family, environment, heredity, socialization, education). Assign an essay about students' personal personality development (one page or more); no content is considered wrong. Encourage neatness, grammar, punctuation, and form. This is followed by a general class discussion of essays for those who want to share.

Title: Color on Display
Competency Profile: Fashion/Fabric Consultant (1987)
Instructor(s) name: Diana Henry
Grade level: 11-12
Teaching time frame: 1 week

Rationale: Students will get practical experience in creating a display for a specific holiday.

Unit description: Students will use information gathering and organization skills to work with other individuals to get needed equipment (props) for their special display. They will also learn that personal and public safety is important in the creation of a display.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
E9. Apply art elements and principles to display. E10. Obtain or construct props usable in display situations.	<i>Fine Arts</i> FA/IV.D/9-12/1/a, b Know how to employ two- and three-dimensional processes at a more sophisticated level. Demonstrate control of art media in a way that emphasizes good craftsmanship. Successfully demonstrate a variety of two-dimensional art techniques. FA/IV.D/9-12/2/a Know how to organize the elements and principles of art. Create effective compositions using specified structures and functions. FA/IV.D/9-12/7 Know the techniques and processes used in the creation of their artwork.	<i>Communication Arts</i> CA/I/9-12/2/a Locate and gather information and ideas. Plan and design methods to collect reliable data for particular purposes and audiences. CA/II/9-12/6/a Demonstrate proficiency in speaking and writing standard English. Demonstrate fluency and accuracy in written and/or spoken communications. CA/II/9-12/5 Participate in formal and informal presentations and discussions.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
	<i>Mathematics</i> MA/V/9-12/I Addition, subtraction, multiplication, and division with real numbers. MA/VI/9-12/I Structures of geometric and measurement systems. MA/VI/9-12/2/I Properties and relationships of two- and three-dimensional shapes. Apply an understanding of perimeter, area, volume, angle measure, capacity, weight, and mass.	<i>Health Education/Physical Education</i> HP/III.B/9-12/2/b Societal problems affecting teens include rape, assault, homicide, and other personal safety risks. Assessing, preventing, or minimizing their risks are important strategies to learn for self-protection. Apply problem-solving skills to assess unsafe situations and the potential risks of injuries, then determine strategies to reduce their risk.

Instructional activity name: A Christmas Window

Description: Students will design and create a store window display.

Materials/resources required: Store display windows, garments and toys, Christmas fixtures, wrapping paper and bows, mannequins, paper and pencils, store manager, safety personnel.

Specific directions for organizing and conducting activity:

Students will be given the task of creating a Christmas display for a local department store that wishes to have a window display featuring children's holiday clothing and toys sold by the store. The *English/communication arts teacher* will have students work on organization and communication skills. They will interview the store manager to see what specific items he/she would like displayed and the theme to keep in mind. Students will then create a list of specific items that need to be included in the display. The *math* students will go to the local store to measure the display area and mannequins and predict the number of objects or mannequins needed to fill the space without overcrowding it. Once the list is complete, the *fine arts* and *fashion/fabric consultant* students will develop a plan that incorporates the items on the list. The *art* students will evaluate and give

input in the areas of color, line, and form. The *fashion merchandising* students will approach the project from the basis of selling/displaying as many store items as possible without overcrowding the window.

Once the plan is complete, the *drafting* students will create designs for the props needed to complete the theme. The *health/PE* class will give a report to students on safety risks and hazards in regard to public areas and check the final display for hazards. A local health and safety inspector and/or a speaker from the fire department could also be included. The *art* and *fashion/fabric consultant* students will go to the local department store and set up the display. Finally, the *math* students will compute the costs of creating the display.

Assessment procedures/criteria:

The store manager will evaluate the display based on the sales performance of the items included.

English students will check that all items were included and communicate with management on their approval of the finished product.

The fire department personnel or local health/safety inspector will check the display for hazards.

The *art* students will evaluate the artistic balance of the finished display.

The *art teacher*, *FACS teacher*, or *store manager* will create a personal evaluation of the display including likes, dislikes, goals, and costs.

Title: Identifying Food Service Economics

Competency Profile: Food Service Worker (1989)

Instructor(s) name: Teresa Stark

Grade level: 9-12

Teaching time frame: 3 class periods

Rationale: To be able to recognize food costs from various restaurants.

Unit description: Applying mathematical formulas to the food service industry.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
B3. Recognize food costs.	<i>Mathematics</i> MA/I/9-12/1-3 Problem-solving strategies such as organizing data, drawing a picture, looking for a pattern, modeling, researching, and algebraic strategies. Computational strategies for the set of real numbers. Models, calculators, computers, charts, graphs, etc. may be used as problem-solving tools. MA/III/9-12/1, 2, 4, 5 Information may be organized in a variety of forms to look for patterns and relationships. Results must be justified. The process inductive reasoning. The process of deductive reasoning. MA/IV/9-12/3 Mathematics is used in the real world. MA/V/9-12/1 Addition, subtraction, multiplications, and division with real numbers. MA/IX/9-12/2 Procedures for calculator and/or computer use. MA/X/9-12/4 Cause-and-effect.	<i>Communication Arts</i> CA/I/9-12/2/a Locate and gather information and ideas. Plan and design methods to collect reliable data for particular purposes and audiences.

Instructional activity name: How Math Formulas Relate to Food Cost Control

Description: To be able to evaluate and calculate food cost percentages in a restaurant.

Materials/resources required: Paper, pens/pencils, calculators, computers.

Specific directions for organizing and conducting activity:

1. The students will go to various restaurants and calculate food costs and food cost percentages.
2. The students will compare food costs and food cost percentages.
3. The students will evaluate which restaurants run a good food cost and food cost percentage and which restaurants do not.
4. Summarize the report and give an oral presentation.

Assessment procedures/criteria:

Math: Working with formulas and being able to find the food cost and food cost percentage (accuracy of calculations).

Communication arts: Working with food services personnel to get the figures they need to calculate food cost.

Unit Title: Maintaining the Living Environment
Competency Profile: Housing, Home Furnishings and Equipment (1995)
Instructor(s) name: Pinky Gum
Grade level: 10-12
Teaching time frame: 3 blocks (90 min. each)

Rationale: Improve the quality of life and enable students to construct meaning related to home safety and to solve problems and make complex, responsible decisions necessary to maintain a safe living environment.

Unit description: "Maintaining the Living Environment" is a unit of study designed to impact a safe living environment by enabling students to identify factors related to home safety and security and to determine maintenance, care, and repair factors. The unit will include book knowledge applied to real life situations.

Competencies (Tasks)	Frameworks (To Know and To	Frameworks (To Know and To Do)
E1. Identify facts related to home safety and security.	<i>Communication Arts</i> CA/I/9-12/1/b Read, view, listen to, and evaluate written, visual, and oral communications. Make connections to previously read or viewed material or to real situations. CA/III/9-12/1/a Apply communication strategies to identify, understand, and solve problems. Identify and define problems.	<i>Health Education/Physical Education</i> HP/III.B/9-12/5/a There are ways to successfully assess and treat a variety of first-aid emergencies including sports injuries, exercise-induced problems and indoor/outdoor emergencies, e.g., inhalation, poisoning, bee stings, snake bites, near drowning. Select and apply appropriate first-aid procedures and practices to treat a variety of injuries and emergency situations including shock, bleeding, fractures, etc.

Instructional activity name: "HOME SAFE"

Description: Given the following situation, the housing, communication arts, and health classes will complete an integrated study of identifying facts related to home safety. Your 75-year-old, recently widowed grandmother is moving into a house in your community. *You are concerned about her safety.* She is aging and will be living alone. You are to evaluate the home that she desires to move into and make sure that it provides a safe environment for her. This unit will focus on the fact that most home accidents can be prevented with common sense and caution.

Materials/resources required: Textbooks, computers, paper, pencils, house (for safety tour), home health nurse.

Specific directions for organizing and conducting activity:

Organizing

1. The three teachers (housing, communication arts, and health) meet to discuss and organize the lesson. Responsibilities must be spelled out.
2. Each teacher will develop a plan for his or her area of responsibility and expertise.
3. The three teachers will meet again to make sure that all involved are in agreement and understand the total focus of the lesson.
4. Each will proceed with their students to complete the individual classwork and bring the integrated activities together on the days planned.

Conducting the activity

1. The housing class will have read and discussed information in their text pertaining to home safety.
2. The communications class will be presented facts about house planning so they can prepare a checklist for the "Home Safe" tour.
3. The health class will be research and present injuries that can happen in the home, treatment, etc.
4. The housing class will be divided into groups according to the different rooms in the house and each group will appoint a "tour guide" for each room. The guides will take the classes through the rooms, and the students will complete the "Home Safe" checklist. A home-health nurse will supervise the tour and make sure that all aspects of home safety are presented in each room of the house.
5. The evaluations/assessments will complete the project. Of course, the newspaper will be contacted to do a feature on this wonderful learning experience and get photos of the group involved in active, integrated learning.

Assessment procedures/criteria:

1. Written test--comprehension of subject matter (passing grade)
2. Participation--student participation in all aspects
3. Completion of checklist for "Home Safe" house tour
4. Final written summary of the lesson--to be graded by the communications teacher
5. The home-health nurse will supervise the house tour, evaluate the presentation, and add any information that may have been omitted.

Title: The Sweatshop
Competency Profile: Industrial Sewing (1993)
Instructor(s) name: Diana Henry
Grade level: 11-12
Teaching time frame: 2 weeks

Rationale: To enable students to see the process a garment follows before reaching the retail sales outlet.

Unit description: The students will learn to produce a sellable product and to meet specific standards for a specific audience under a time quota.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
D18. Maintain speed, quality, and quotas under pressure.	<i>Communication Arts</i> CA/1/9-12/2/a, c Locate and gather information and ideas. Plan and design methods to collect reliable data for particular purposes and audiences. Conduct searches using a variety of technologies and resources. CA/1/9-12/4/b, c, e Create print and nonprint communications to publish or formally present information and ideas. Use a variety of technologies to produce communications for different audiences and purposes. Evaluate and revise communications after considering audience feedback. Offer advice to classmates about revision and editing, providing support for their observations and opinions.	<i>Fine Arts</i> FA/IV.D/9-12/1/a, b Know how to employ two- and three-dimensional processes at a more sophisticated level. Demonstrate control of art media in a way that emphasizes good craftsmanship. Successfully demonstrate a variety of two-dimensional art techniques. FA/IV.D/9-12/2/a Know how to organize the elements and principles of art. Create effective compositions using specified structures and functions.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
	<i>Mathematics</i> MA/1/9-12/1 Problem-solving strategies such as organizing data, drawing a picture, looking for a pattern, modeling, researching, and algebraic strategies. MA/1/9-12/4/c, d Mathematical problem-solving strategies can apply to all disciplines and real-world problems. Organize, develop, and apply integrated mathematical problem-solving strategies to solve problems within and outside mathematics. Apply the process of mathematical modeling to real-world problem situations.	

Instructional activity name: Work Up a Sweat

Description: Students will mass-produce sweatshirts for the booster club that meets the club's approval and standards.

Materials/resources required: Fleece, pattern, thread, sewing machines, paper and pencils, art supplies, computers and screen printing machines, easels (for display of charts for sales presentation)

Specific directions for organizing and conducting activity:

1. Meet with other instructors to plan project.
2. Get supplies and plan organization of industrial sewing laboratory.
3. The communication arts class will conduct a survey to see what style, color, cost and number of sweatshirts are needed. They will present their information to the booster club.
4. The math class will determine the costs of producing and marketing each shirt. They will also determine a fair market value.
5. The fine arts class will create the graphic design for the shirt.
6. The industrial sewing class will produce the sweatshirts to the desired specifications and quality by a predetermined date.
7. The graphics class will apply the design to the front of the shirt by screen printing.
8. The graphics class will create an ad campaign for the booster club to sell the shirts.

Assessment procedures/criteria: The booster club will approve and purchase the sweatshirts/design/number to be produced at a predetermined price if the quality meets the standards.

Title: Life Management Skills
Competency Profile: Nutrition and Wellness (1995)
Instructor(s) name: Clara Burson
Grade level: 10-12 and up
Teaching time frame: 2 weeks

Rationale: To reduce absenteeism and bring about a safer working environment for students.

Unit description: Students will learn the parts of a wellness plan and how the information will make their lives more productive and safe.

Competencies (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
D1. Identify components of wellness.	<i>Health Education/Physical Education</i> HP/II.A/5-8/1/a, b There are seven behaviors that if performed regularly can contribute to a healthy lifestyle. They include eating breakfast every day, refraining from smoking, sleeping six to eight hours each night, maintaining normal weight, exercising regularly, avoiding food between meals, and refraining from drinking alcoholic beverages. Analyze the relationship between behaviors and health. Assess personal health needs during adolescence and apply strategies to address those needs or problems.	<i>Communication Arts</i> CA/I/9-12/3/a, b, c Process, organize, and evaluate information and ideas. Establish criteria for analyzing resources by identifying purpose and intended audience. Select useful ways to organize materials. Summarize or paraphrase information presented in a variety of communications.

Instructional activity name: Wellness Plan

Description: Students will be working with other vocational/technical areas to solve the problem of low productivity because of absenteeism and accidents.

Materials/resources required: Family/Individual Health resource guide, videos, guest speakers

Specific directions for organizing and conducting activity:

1. After brainstorming about wellness plans and using videos or guest speakers to explain how to set up a good plan, the *nutrition and wellness* class will make and distribute a survey. Class members will then compile the information from the surveys.
2. The *communication arts* class will make a video using students from both classes. The video will depict the typical day of a young adult. (They will use the results found by the nutrition and wellness class). At the end of the video, they can talk about wellness plans and how important it is in everyday lives. The students will then make wellness plans of their own.
3. Students will give presentations to other students or clubs using the video and other materials they may have.

Assessment procedures/criteria:

Checklist

An evaluation of the presentation

Consideration of daily participation, attitude, cooperation, and individual wellness plans

Missouri's
Show-Me Standards
and
Vocational Education
Competencies

Cross Reference

(Mini Report, September 1997)

Foreword

This database documents the common ground that has existed for years between academic skills and vocational competencies. It is intended to be "*a model*," not "*the model*," of how vocational and academic educators can work together to strengthen foundation skills needed by students in K-12 grades.

Both components of the Show-Me Standards--knowledge (content) and performance (process)--have been cross-referenced to the vocational competency lists included in this database, as have many Curriculum Frameworks statements.

Because most vocational program are taught in the 9-12th grade levels, suggested academic knowledge and performance skills (Curriculum Frameworks) for grades 9-12 have been used for this pilot project. The only exception is the Exploratory Family and Consumer

Sciences course, which is taught in middle and junior high grades, and is therefore, cross-referenced to grades 5-8 Curriculum Frameworks.

Sample activities have been developed for most competency lists, also. The writers of these activities used the crosswalk information to develop actual, "real world" classroom activities that teach/reinforce academic *and* vocational concepts.

This project is intended to provide a starting point for school districts working on integrating academic and vocational skills, so customization of the crosswalk is highly encouraged. Both printed and electronic versions of the information are available from the Instructional Materials Laboratory. (See previous page for address and ordering information.) Initial data entry has been done in Microsoft Access 2.0.

Credits

This project, which was called "Vocational 21st Century Curriculum" during the development stage, has taken the dedication of many individuals to bring it this far. Without the following individual contributors, this work could not have been accomplished.

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 Ron Bays, (IE) Machine Tool Technology
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 Robin Ferguson, (IE) Auto Mechanics
 Tressia Fox, Social Studies
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 Ken Garthe, (IE) Electronics
 Vicki Garton, (FACS) Clothing & Textiles, Intermediate & Advanced
 Michael George, (IE) Plumbing
 Sara Gibb, (FACS) Child Development, Care & Guidance
 Tim Gill, (IE) Welding
 Jim Graham, (AG) Ag Management; Forest Mgmt.; Agribusiness
 Nola 'Pinky' Gum, (FACS) Housing, Home Furnishings and Equipment
 Joan Hansen, (FACS) Exploratory FACS
 Harold Harden, (IE) Auto Collision Technology
 Phyllis Hastings, (FACS) Family Living and Parenthood

Key to codes:

AG = Agriculture Education, BE = Business Education, FACS = Family and Consumer Science Education, ME = Marketing Education, IE = Industrial Education, IE-HO = Health Occupations -

Diana Henry, (FACS) Industrial Sewing; Custom Sewing; Fashion Merchandising; Clothing & Textiles, Intermediate & Advanced
 Raymond Herschleb, (IE) Masonry
 Jonathan Hoer, (AG) Ag Science II
 Gay Holman, (BE) Business Management; Accounting I and II
 Terri Jungers, (BE) Computer Business Applications
 Pat LaDuke, (FACS) Family and Individual Health
 Sally Lillard, (BE) Business Economics
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 Jack Miller, (IE) Machine Tool Technology
 Milton Moore, (IE) Drafting
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 Tyne Rabourn, (BE) Business and Personal Law
 Donna Robart, (BE) Business Communications
 Mary Kay Robinson, (FACS) Custom Sewing; Industrial Sewing; Fashion Merchandising
 Paul Santaularia, (IE) Culinary Arts
 Sam Schulte, (IE) Auto Collision Technology
 Amy Schupp, (BE) Mathematics in Business
 James Scott, (IE) Commercial Art
 Pat See, (IE) Cosmetology
 Linda Siess, (IE) Cosmetology
 Garry Sloan, (IE) Building Maintenance
 Brenda Smith, (FACS) Family/Consumer Resource Management
 Mike Smith, (IE) Auto Collision Technology
 Teresa Stark, (IE) Culinary Arts
 Marie Toms, (BE) Business Technology
 Carolyn Vargas, (BE) Introduction to Business
 Peggy White, Communication Arts
 Dean Whitlow, (IE) Industrial Maintenance
 Gay Wieland, (FACS) Family and Consumer Sciences; Exploratory FACS
 Del Winston, (IE) AC/Heating & Refrigeration
 Rick Witt, (ME) Marketing Education

Terms and Definitions

Like any other project, this one has its own language. Here's an explanation of the basic terms:

Framework: A state document that articulates benchmark statements for all grade ranges in six disciplines: communication arts, fine arts (comprised of dance, music, theatre and visual arts), health education/physical education, mathematics, science and social studies. Some disciplines address content statements (*to know*), others process statements (*to do*) and some do both. By examining the three-column landscape layout of each discipline, you can tell if there is a direct correlation between a *to know* and a *to do* statement (e.g., communication arts). The benchmark lists *to know* statements in the far left column, *to do* statements in the middle and offers sample activities in the far right column.

Outstanding Schools Act: This is the law that announced Missouri's Show-Me Standards and set the process in motion for creating the framework. The Act promotes higher standards in students' knowledge and performance.

Show-Me Standards: The Standards define what all Missouri students should know and be able to do upon graduation. It is divided into four performance goals and six knowledge standards. Because these Standards (73 total) have the force of law, all school districts must incorporate them into their curriculum.

Strand: Strands are general statements, written in Roman numerals, that organize each discipline within the framework (e.g., Problem Solving, Communication, Reasoning, Connections, etc.)

Competency List (August 5, 1997)

Agricultural Education

1. Adv. Crop Production
- # Adv. Livestock Production
- # Agribusiness
2. Agricultural Construction
3. Agricultural Machinery
4. Agricultural Management and Economics
5. Agricultural Marketing
6. Agricultural Power I
7. Agricultural Power II
8. Agricultural Science I
9. Agricultural Science I Supplement
10. Agricultural Science II
11. Agricultural Structures I
12. Agricultural Structures II
13. Animal Science
14. Fish and Wildlife Mgmt.
15. Floristry
16. Forest Mgmt.
17. Food Science and Technology
18. Greenhouse Operation and Mgmt.
19. Horticulture
20. Landscaping and Turf Mgmt.
- * Leadership I and II
- * Leadership and Personal Development for Advanced Students
21. Processing and Marketing Forest Products
- * SAE (Supervised Agri. Experience) Program

Business Education

22. Accounting I
23. Accounting II
24. Business and Personal Law
25. Business Communications
26. Business Economics
27. Business Management
28. Business Technology
29. Computer Business Applications

- ★ Computer Programming
30. International Business
31. Introduction to Business
32. Keyboarding and Keyboard Applications
33. Mathematics in Business

Family and Consumer Sciences Education

34. Child Care Provider/Assistant
35. Child Development, Care and Guidance
36. Clothing and Textiles, Intermediate
37. Clothing and Textiles, Advanced
38. Contemporary Living
39. Core Employment Skills
40. Custom Sewing
41. Exploratory FACS
- * FACS Leadership, Change, Careers
42. Family and Consumer Sciences
43. Family/Consumer Resource Management
44. Family/Individual Health
45. Family Living and Parenthood
46. Fashion/Fabric Consultant
- ★ Food and Nutrition - Intern. and Adv.
47. Food Service Worker
- ★ Home Ec I and II
- ★ Home Management
48. Housing, Home Furnishings and Equipment
49. Industrial Sewing
50. Nutrition and Wellness

Industrial Education

51. AC, Heating and Refrigeration
52. Auto Technology
53. Auto Collision Technology
54. Building Maintenance

55. Cabinetmaking
56. Carpentry
57. Commercial Art
58. Cosmetology
59. Culinary Arts
60. Diesel Mechanic
61. Drafting
62. Electrical Trades
63. Electronics
64. Graphic Communications/Printing
65. Industrial Maintenance
- * Leadership (VICA)
66. Machine Tool Technology
67. Masonry
68. Plumbing
69. Small Engines
70. Welding

Health Occupations

- # Administrative Med. Asst.
71. Dental Aide
72. Health Care Assistant (core competencies)
73. Nurse Assistant/Aide
- # Pharmacy Aide
- # Physical Therapist Aide
- # Practical Nursing

Marketing Education

- # Cooperative Vocational Education
- # Entrepreneurship
- # Free Enterprise Economics
74. Marketing Education
- # Supervisory Management

★ = Obsolete

= By design, not included in crosswalk/database project

* = "Across-the-board" competencies

*NOTE: The needs of special populations should be addressed where appropriate and will not require a separate section.

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Use safe and legal transportation procedures	MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements 3.8: Assess costs, benefits and other consequences of proposed solutions
A.2: Check and maintain equipment	MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements 3.8: Assess costs, benefits and other consequences of proposed solutions
A.3: Use emergency first aid	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.7: responses to emergency situations SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.2: continuity and change in the history of Missouri, the United States and the world SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.7: Evaluate the extent to which a strategy addresses the problem 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.4: Provide and maintain safety indoors and outdoors	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.7: responses to emergency situations SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS.2: continuity and change in the history of Missouri, the United States and the world SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.4: Evaluate the processes used in recognizing and solving problems 3.7: Evaluate the extent to which a strategy addresses the problem 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.5: Give CPR	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.7: responses to emergency situations SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.2: continuity and change in the history of Missouri, the United States and the world SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.7: Evaluate the extent to which a strategy addresses the problem 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.6: Arrange physical space and equipment to ensure safety	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.7: responses to emergency situations SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.2: continuity and change in the history of Missouri, the United States and the world SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.7: Evaluate the extent to which a strategy addresses the problem 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.7: Handle emergency situations	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.7: responses to emergency situations SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.2: continuity and change in the history of Missouri, the United States and the world SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.7: Evaluate the extent to which a strategy addresses the problem 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.1: Meet health requirements (child care worker)	HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
B.2: Plan and prepare nutritious meals and snacks	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes SC.1: properties and principles of matter and energy SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.3: Assess child's health status	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.1: Identify problems and define their scope and elements

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	3.4: Evaluate the processes used in recognizing and solving problems 3.7: Evaluate the extent to which a strategy addresses the problem 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.4: Provide and maintain sanitary conditions	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.7: Evaluate the extent to which a strategy addresses the problem 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.1: Select appropriate materials and equipment	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.1: structures of, functions of, and relationships among human body systems HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.2: Review and revise communications to improve accuracy and clarity 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
C.2: Select developmentally appropriate activities	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.1: structures of, functions of, and relationships among human body systems HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.3: Plan activities to include all curriculum areas	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.1: structures of, functions of, and relationships among human body systems HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.4: Use a variety of teaching techniques (i.e., transition)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.1: structures of, functions of, and relationships among human body systems HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
C.5: Plan and arrange learning centers allowing for child's exploration and self-discovery	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.1: structures of, functions of, and relationships among human body systems HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.6: Evaluate and adapt learning activities	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.1: structures of, functions of, and relationships among human body systems HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.7: Establish a balanced daily schedule	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.1: structures of, functions of, and relationships among human body systems HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
C.8: Plan for individual and group needs	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.1: structures of, functions of, and relationships among human body systems HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.1: Arrange and encourage large motor skills	HP.1: structures of, functions of, and relationships among human body systems SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
D.2: Arrange and encourage small motor skills	HP.1: structures of, functions of, and relationships among human body systems SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
D.3: Plan for indoor and outdoor developmentally appropriate activities	HP.1: structures of, functions of, and relationships among human body systems SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
D 4: Assess child's physical development	HP.1: structures of, functions of, and relationships among human body systems SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
D 5: Interact appropriately with child's physical activities	HP.1: structures of, functions of, and relationships among human body systems SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
D 6: Provide opportunities for sensory experiences	HP.1: structures of, functions of, and relationships among human body systems SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
E.1: Plan and guide developmentally appropriate language experiences	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.7: identifying and evaluating relationships between language and culture FA.5: visual and performing arts in historical and cultural contexts SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
E.2: Guide the child in problem solving and decision making	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
E.3: Offer opportunities for emerging literacy	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.7: identifying and evaluating relationships between language and culture FA.5: visual and performing arts in historical and cultural contexts SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
E.4: Join child's activities	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
E.5: Plan and guide developmentally appropriate pre math activities	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.1: structures of, functions of, and relationships among human body systems MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.8: impact of science, technology and human activity on resources and the environment SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

E.6: Plan and guide developmentally appropriate science and nature activities

CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)

FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines

HP.1: structures of, functions of, and relationships among human body systems

MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes

SC.3: characteristics and interactions of living organisms

SC.4: changes in ecosystems and interactions of organisms with their environments

1.2: Conduct research to answer questions and evaluate information and ideas

1.3: Design and conduct field and laboratory investigations to study nature and society

1.4: Use technological tools and other resources to locate, select and organize information

1.5: Comprehend and evaluate written, visual and oral presentations and works

1.6: Discover and evaluate patterns and relationships in information, ideas and structures

1.7: Evaluate the accuracy of information and the reliability of its sources

1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E.7: Assess child's cognitive development	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.1: structures of, functions of, and relationships among human body systems MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.1: Identify problems and define their scope and elements

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.1: Use appropriate oral communication	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.5: visual and performing arts in historical and cultural contexts SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.3: principles and processes of governance systems	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
F.2: Listen actively	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.5: visual and performing arts in historical and cultural contexts SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.3: principles and processes of governance systems	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
F.3: Select a method of communication	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.5: visual and performing arts in historical and cultural contexts SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.3: principles and processes of governance systems	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
F.4: Recognize and use appropriate nonverbal communication	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling; capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.5: visual and performing arts in historical and cultural contexts SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.3: principles and processes of governance systems	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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F.5: Use written communication

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
CA.6: participating in formal and informal presentations and discussions of issues and ideas
FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
FA.5: visual and performing arts in historical and cultural contexts
SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)
SS.3: principles and processes of governance systems

2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2: Review and revise communications to improve accuracy and clarity
3.1: Identify problems and define their scope and elements
3.2: Develop and apply strategies based on ways others have prevented or solved problems
3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
3.4: Evaluate the processes used in recognizing and solving problems
3.6: Examine problems and proposed solutions from multiple perspectives
3.7: Evaluate the extent to which a strategy addresses the problem
3.8: Assess costs, benefits and other consequences of proposed solutions
4.1: Explain reasoning and identify information used to support decisions
4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

F.6: Model appropriate communication skills

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
CA.6: participating in formal and informal presentations and discussions of issues and ideas
FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2: Review and revise communications to improve accuracy and clarity
3.1: Identify problems and define their scope and elements
3.2: Develop and apply strategies based on ways others have prevented or solved problems
3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.5: visual and performing arts in historical and cultural contexts SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.3: principles and processes of governance systems	3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
G.1: Emphasize process-oriented not product-oriented activities	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem
G.2: Provide unstructured materials that encourage self-expression	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.2: Develop and apply strategies based on ways others have prevented or solved problems

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem
G.3: Provide opportunities for dramatic play	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem
G.4: Guide child in creative art activities	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem
G.5: Provide activities for self-expression through music and dance	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem
H.1: Encourage cooperation in play	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.7: identifying and evaluating relationships between language and culture FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions
H.2: Identify the levels of play	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.7: identifying and evaluating relationships between language and culture FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions
H.3: Assess child's level of social development	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.7: identifying and evaluating relationships between language and culture	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions
H.4: Help child to learn to respect the rights and property of others	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.7: identifying and evaluating relationships between language and culture FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions
H.5: Assist child to acquire self-help skills	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.7: identifying and evaluating relationships between language and culture FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions
H.6: Model appropriate social skills	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	1.2: Conduct research to answer questions and evaluate information and ideas

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.7: identifying and evaluating relationships between language and culture FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions
H.7: Help child learn to express and to control emotions	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.7: identifying and evaluating relationships between language and culture FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions
I.1: Address child by name	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
I.2: Interact with child as an individual and in group settings	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.7: Identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
I.3: Provide opportunities for success	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.7: Identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
I.4: Identify behaviors which reflect negative and positive self-concepts	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.7: Identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	
I.5: Accept individual differences of child and family	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
I.6: Use positive language (i.e., avoid negative comments)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.7: identifying and evaluating relationships between language and culture SC.8: impact of science, technology and human activity on resources and the environment	3.1: Identify problems and define their scope and elements
I.7: Demonstrate positive attitudes and behaviors	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.7: identifying and evaluating relationships between language and culture SC.8: impact of science, technology and human activity on resources and the environment	3.1: Identify problems and define their scope and elements
J.1: Set and communicate limits for acceptable behavior	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
J.2: Direct and guide acceptable behavior	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
J.3: Redirect inappropriate behavior	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
J.4: Communicate effectively	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
J.5: Demonstrate consistency	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
J.6: Use appropriate consequences for inappropriate behavior	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
J.7: Use positive reinforcement	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
K.1: Provide parent education	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.6: relationships of the individual and groups to institutions and cultural traditions	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
K.2: Cooperate with parents	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
K.3: Recognize diverse family structures	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.1: Explain reasoning and identify information used to support decisions

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS.6: relationships of the individual and groups to institutions and cultural traditions	4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
K 4: Involve parents in program	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
K 5: Establish rapport with family	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
K 6: Identify family's role as primary educator	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) SS 6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
K 7: Recognize various multi-cultural differences	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) SS 6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
K 8: Maintain confidentiality about child and family	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) SS 6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
L 1: Recognize role within the program	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA 6: participating in formal and informal presentations and discussions of issues and ideas SS 6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
L 2: Support other staff members	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA 6: participating in formal and informal presentations and discussions of issues and ideas SS 6: relationships of the individual and groups to institutions and cultural traditions	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
L 3: Keep records	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA 6: participating in formal and informal presentations and discussions of issues and ideas SS 6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
L 4: Comply with licensing regulations	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) SC 3: characteristics and interactions of living organisms	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
L 5: Comply with philosophy and personnel/program policies	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) SC 3: characteristics and interactions of living organisms	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
L 6: Make and obtain materials	CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 3: data analysis, probability and statistics SS 3: principles and processes of governance systems SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies
L 7: Determine cost of activities	CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 3: data analysis, probability and statistics SS 3: principles and processes of governance systems SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
L 8: Write objectives/goals for activities	CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 3: data analysis, probability and statistics SS 3: principles and processes of governance systems SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies
L 9: Observe and record child's behavior	CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 3: data analysis, probability and statistics SS 3: principles and processes of governance systems	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies
L 10: Locate community resources	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
M 1: Report suspected child abuse/neglect	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
M 2: Provide a positive role model for child, parent(s), co-worker(s)	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC 3: characteristics and interactions of living organisms SS 6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
M 3: Demonstrate energy, enthusiasm and stamina	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC 3: characteristics and interactions of living organisms SS 6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
M.4: Show initiative	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
M.5: Display good work habits	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
M.6: Use problem solving skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
M.7: Separate personal and professional life	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
M 8: Accept constructive criticism	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
M 9: Show interest in professional growth	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
M.10: Recognize standards of voluntary accreditation of child care programs	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
N.1: Implement individualized care plan for a child with special needs	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
N.2: Adjust menus to meet special needs	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes SC.1: properties and principles of matter and energy	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
N.3: Adapt materials, equipment, and space	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.3: principles and processes of governance systems SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
O.1: Define leadership	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.2: reading and evaluating fiction, poetry and drama CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.3: data analysis, probability and statistics SS.3: principles and processes of governance systems SS.6: relationships of the individual and groups to institutions and cultural traditions	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
O.2: Identify leadership qualities and skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.2: reading and evaluating fiction, poetry and drama CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity

Child Care Provider/Assistant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA 3: data analysis, probability and statistics SB 3: principles and processes of governance systems SB 6: relationships of the individual and groups to institutions and cultural traditions	2.3: Exchange information, questions and ideas while recognizing the perspectives of others
O.3: Demonstrate leadership qualities and skills	CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA 6: participating in formal and informal presentations and discussions of issues and ideas HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC 7: processes of scientific inquiry (such as formulating and testing hypotheses)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

An asterisk (*) in the curriculum frameworks column(s) indicates all "to do" statements in that section are applicable.

Child Development, Care & Guidance

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Utilize FHAHERO program(s) to address child development, care and guidance issues	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Child Development, Care & Guidance

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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A.2: Utilize leadership qualities and skills for problem solving

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
CA.6: participating in formal and informal presentations and discussions of issues and ideas
SC.8: impact of science, technology and human activity on resources and the environment
SS.6: relationships of the individual and groups to institutions and cultural traditions

1.1: Develop questions and ideas to initiate and refine research
1.2: Conduct research to answer questions and evaluate information and ideas
1.3: Design and conduct field and laboratory investigations to study nature and society
1.5: Comprehend and evaluate written, visual and oral presentations and works
1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2: Review and revise communications to improve accuracy and clarity
2.3: Exchange information, questions and ideas while recognizing the perspectives of others
2.6: Apply communication techniques to the job search and to the workplace
2.7: Use technological tools to exchange information and ideas
3.1: Identify problems and define their scope and elements
3.2: Develop and apply strategies based on ways others have prevented or solved problems
3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
3.4: Evaluate the processes used in recognizing and solving problems
3.6: Examine problems and proposed solutions from multiple perspectives
3.7: Evaluate the extent to which a strategy addresses the problem
3.8: Assess costs, benefits and other consequences of proposed solutions
4.1: Explain reasoning and identify information used to support decisions
4.3: Analyze the duties and responsibilities of individuals in societies
4.4: Recognize and practice honesty and integrity in academic work and in the workplace
4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals

Child Development, Care & Guidance

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities
B.1: Evaluate factors and choices related to parenting	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
B.2: List changes and adaptations needed for parenting roles	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 4.3: Analyze the duties and responsibilities of individuals in societies 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
B.3: Describe parenting practices in different cultures	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
C.1: Describe fetal development during pregnancy	HP.1: structures of, functions of, and relationships among human body systems SC.3: characteristics and interactions of living organisms	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
C.2: Describe the process of labor and delivery	HP.1: structures of, functions of, and relationships among human body systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
C.3: Explain effects of substance use and abuse related to pregnancy	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.4: Evaluate the processes used in recognizing and solving problems

Child Development, Care & Guidance

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
C.4: Identify genetic factors that affect pregnancy	HP.1: structures of, functions of, and relationships among human body systems SC.3: characteristics and interactions of living organisms	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.5: Assess environmental factors that affect pregnancy	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) SC.4: changes in ecosystems and interactions of organisms with their environments SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
D.1: Distinguish among developmental stages	HP.1: structures of, functions of, and relationships among human body systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works
D.2: Explain individual differences in development	HP.1: structures of, functions of, and relationships among human body systems SS.6: relationships of the individual and groups to institutions and cultural traditions	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
D.3: Relate individual differences to predictable developmental sequences	HP.1: structures of, functions of, and relationships among human body systems SC.3: characteristics and interactions of living organisms	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
D.4: Propose ways to optimize development through play	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Child Development, Care & Guidance

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem
E.1: Identify guidance/discipline techniques	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems
E.2: Exhibit communication skills that promote positive self-esteem	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.1: Describe community health services	HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
F.2: Determine appropriate first-aid procedures	HP.7: responses to emergency situations	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.7: Evaluate the extent to which a strategy addresses the problem
F.3: Devise a comprehensive plan for childhood wellness	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas

Child Development, Care & Guidance

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.3: diseases and methods for prevention, treatment and control	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
G.1: List components of a safe environment	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.2: Describe signs of abuse and neglect	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.1: Identify problems and define their scope and elements 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.3: Describe available community resources for violence prevention, reporting and counseling	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.7: responses to emergency situations SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

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*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
H.1: Summarize criteria for quality child care	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
H.2: Evaluate costs and features of available child care options	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.3: data analysis, probability and statistics SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.1: Explain reasoning and identify information used to support decisions
I.1: Develop skills to affect public policy related to child development, care and guidance	CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.3: principles and processes of governance systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
I.2: Analyze the impact of technology on individual and family lifestyles as related to child development, care and guidance	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
I.3: Utilize technology and other resources to influence change in child development, care and guidance environments	CA.6: participating in formal and informal presentations and discussions of issues and ideas SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.7: Use technological tools to exchange information and ideas

Child Development, Care & Guidance

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
J.1: Identify career clusters and careers related to child development, care and guidance	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 4.8: Explore, prepare for and seek educational and job opportunities
J.2: Assess personal characteristics and professional requirements for occupations related to child development, care and guidance	SC.3: characteristics and interactions of living organisms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
J.3: Investigate working conditions and income of specific careers	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.8: Explore, prepare for and seek educational and job opportunities
J.4: Use effective communication techniques for multiple workplace situations	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace
J.5: Examine ethical and professional issues and responsibilities	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
J.6: Evaluate entrepreneurial options related to child development, care and guidance		1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 4.8: Explore, prepare for and seek educational and job opportunities

* NOTE: The needs of special populations should be addressed where appropriate and will not require a separate section.

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Evaluate clothing selection factors	FA.2: the principles and elements of different art forms SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies
A.2: Identify cultural differences in dress	SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Discover and evaluate patterns and relationships in information, ideas and structures
B.1: Differentiate clothing for occupational and social occasions		
B.2: Describe use of hygiene products and aids	HP.3: diseases and methods for prevention, treatment and control	
B.3: Develop a personal appearance plan	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
C.1: Appraise wardrobe inventory		1.4: Use technological tools and other resources to locate, select and organize information
C.2: Identify ways to extend wardrobe		1.5: Comprehend and evaluate written, visual and oral presentations and works
C.3: Create ways to personalize wardrobe		1.8: Discover and evaluate patterns and relationships in information, ideas and structures
C.4: Identify ways to adapt wardrobe for special needs	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	3.2: Develop and apply strategies based on ways others have prevented or solved problems
D.1: Evaluate label information	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
D.2: Evaluate textile fibers, fabrics and finishes	SC.8: impact of science, technology and human activity on resources and the environment	1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 4.1: Explain reasoning and identify information used to support decisions
E.1: Identify shopping practices	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.1: Identify problems and define their scope and elements 3.5: Reason inductively from a set of specific facts and deductively from general premises
E.2: Compare features, price and quality	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.1: Identify problems and define their scope and elements 3.5: Reason inductively from a set of specific facts and deductively from general premises
F.1: Identify consumer responsibilities	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.8: Assess costs, benefits and other consequences of proposed solutions
F.2: Analyze stain removal methods and products	SC.4: changes in ecosystems and interactions of organisms with their environments	
F.3: Describe laundry and dry cleaning methods	SC.8: impact of science, technology and human activity on resources and the environment	1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
F.4: Describe pressing procedures	SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion	1.3: Design and conduct field and laboratory investigations to study nature and society 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.7: Use technological tools to exchange information and ideas

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.5: Reason inductively from a set of specific facts and deductively from general premises
G.1: Evaluate apparel fit	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.7: Use technological tools to exchange information and ideas 3.7: Evaluate the extent to which a strategy addresses the problem
G.2: Demonstrate repair methods	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
G.3: Describe ways to recycle apparel and home textile products	SC.8: impact of science, technology and human activity on resources and the environment	4.1: Explain reasoning and identify information used to support decisions
G.4: Identify outside services		
H.1: Demonstrate safe use and care of sewing machine and equipment	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.2: Select pattern to correspond to resources and competencies	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
H.3: Select fabrics and notions for pattern and special needs	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	3.2: Develop and apply strategies based on ways others have prevented or solved problems
H.4: Demonstrate pattern alterations for special needs	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	
I.1: Apply facings and interfacings	FA.2: the principles and elements of different art forms	2.5: Perform or produce works in the fine and practical arts

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.1: structures of, functions of, and relationships among human body systems HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
I.2: Select and demonstrate zipper application	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
I.3: Construct waistbands.	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
I.4: Construct and apply collars	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
I.5: Construct and insert sleeves	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
J.1: Describe personal qualities and training required	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms	4.8: Explore, prepare for and seek educational and job opportunities

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
J.2: Identify careers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	4.8: Explore, prepare for and seek educational and job opportunities
J.3: Investigate working conditions and income of specific	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spe	4.8: Explore, prepare for and seek educational and job opportunities

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
careers	ling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	
K.1: Describe home-based home economics businesses	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity
K.2: Assess personal skills and resources to be an entrepreneur	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) MA.3: data analysis, probability and statistics	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.5: Reason inductively from a set of specific facts and deductively from general premises
K.3: Compare advantages and disadvantages of owning a business and working for an employer	MA.3: data analysis, probability and statistics	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
L.1: Define leadership	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	1.1: Develop questions and ideas to initiate and refine research

Clothing and Textiles (Intermediate)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity
L2: Identify leadership qualities and skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) SS.3: principles and processes of governance systems SS.6: relationships of the individual and groups to institutions and cultural traditions	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
L3: Demonstrate leadership qualities and skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) SS.3: principles and processes of governance systems SS.6: relationships of the individual and groups to institutions and cultural traditions	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Clothing and Textiles (Intermediate)

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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M.1: Identify special needs	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	3.8: Assess costs, benefits and other consequences of proposed solutions
M.2: Make required changes in physical environment		

* NOTE: The needs of special populations should be addressed where appropriate and will not require a separate section.

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Explore fashion styles and designs	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.2: the principles and elements of different art forms SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.1: Explain reasoning and identify information used to support decisions
A.2: Review fads vs. fashions	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.2: the principles and elements of different art forms SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.1: Explain reasoning and identify information used to support decisions
B.1: Analyze the effect of color	FA.2: the principles and elements of different art forms MA.3: data analysis, probability and statistics SC.1: properties and principles of matter and energy	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 4.1: Explain reasoning and identify information used to support decisions
B.2: Coordinate wardrobe	FA.2: the principles and elements of different art forms	1.4: Use technological tools and other resources to locate, select and organize information

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.1: Identify problems and define their scope and elements
B.3: Update wardrobe	FA.2: the principles and elements of different art forms SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions
B.4: Use accessories effectively	FA.2: the principles and elements of different art forms SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions
C.1: Determine costs of recommended care	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
C.2: Determine costs per wearing (initial cost, care, etc.)	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
C.3: Compare ready made vs. home made (cost, quality, style, fit)	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	3.5: Reason inductively from a set of specific facts and deductively from general premises 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
C.4: Investigate shopping alternatives	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
C.5: Exercise consumer rights and responsibilities	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.1: Identify fiber and fabric construction and finishes	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.7: identifying and evaluating relationships between language and culture HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.3: data analysis, probability and statistics SC.1: properties and principles of matter and energy SC.3: characteristics and interactions of living organisms SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
D.2: Identify fabrics	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.7: identifying and evaluating relationships between language and culture HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.3: data analysis, probability and statistics SC.1: properties and principles of matter and energy SC.3: characteristics and interactions of living organisms SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
E.1: Review use and care of equipment	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E.2: Explore specialized equipment	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.1: Use advanced seams and seam finishes (Hong Kong, French, welt, corded)	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Reason inductively from a set of specific facts and deductively from general premises 3.8: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.2: Explore interfacing techniques	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.3: Construct vents and plackets	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.4: Construct tucks and pleats	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.5: Explore specialty hems, zipper applications, and pockets	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	2.5: Perform or produce works in the fine and practical arts

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation, and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.6: Construct linings	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation, and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.7: Construct notched collar	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation, and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
F.8: Construct welt pocket and bound buttonholes	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.9: Explore pad-stitching and speed tailoring	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.10: Explore accessories	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	
G.1: Analyze garment fit	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.7: Evaluate the extent to which a strategy addresses the problem 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
G.2: Perform alterations or repairs on existing garment	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
H.1: Describe personal qualities and training required	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	4.8: Explore, prepare for and seek educational and job opportunities

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
H.2: Identify careers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	4.8: Explore, prepare for and seek educational and job opportunities
H.3: Investigate working conditions and income of specific careers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	4.8: Explore, prepare for and seek educational and job opportunities

Clothing and Textiles (Advanced)

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
I.1: Describe home-based home economics businesses	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity
I.2: Assess personal skills and resources to be an entrepreneur	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) MA.3: data analysis, probability and statistics	4.8: Explore, prepare for and seek educational and job opportunities
I.3: Compare advantages and disadvantages of owning a business and working for an employer	MA.3: data analysis, probability and statistics	4.8: Explore, prepare for and seek educational and job opportunities
J.1: Define leadership	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	1.1: Develop questions and ideas to initiate and refine research 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity
J.2: Identify leadership qualities and skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) SS.3: principles and processes of governance systems	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions

Clothing and Textiles (Advanced)

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS 6: relationships of the individual and groups to institutions and cultural traditions	4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
J.3: Demonstrate leadership qualities and skills	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) SS 3: principles and processes of governance systems SS 6: relationships of the individual and groups to institutions and cultural traditions	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
K.1: Identify special needs	HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	
K.2: Make required changes in physical environment		

Contemporary Living

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A 1: Define leadership	SS.3: principles and processes of governance systems	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
A 2: Identify leadership qualities and skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
A 3: Demonstrate leadership qualities and skills	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
B 1: Explore personal goals and values	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
B 2: Manage resources (time, energy, money)	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	3.8: Assess costs, benefits and other consequences of proposed solutions
B 3: Utilize decision-making skills	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives

Contemporary Living

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
B.4: Analyze income and expenses	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.1: Identify problems and define their scope and elements
B.5: Prepare a spending plan	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
B.6: Distinguish among services of financial institutions	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources
B.7: Identify savings and investment opportunities	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources

Contemporary Living

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.8: Evaluate credit options	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources
B.9: Utilize banking services	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
B.10: Prepare income tax forms	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.3: principles and processes of governance systems	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
C.1: Identify rights and responsibilities as a consumer	SS.6: relationships of the individual and groups to institutions and cultural traditions	4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies
C.2: Analyze advertising	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
C.3: Interpret labels	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.5: Comprehend and evaluate written, visual and oral presentations and works

Contemporary Living

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	pers, technical manuals)	1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
C.4: Demonstrate comparative shopping skills	MA.3: data analysis, probability and statistics	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
C.5: Develop awareness of government agencies and services	SS.3: principles and processes of governance systems	4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies
C.6: Resolve complaints as a consumer	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace
C.7: Recognize consumer fraud	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.7: Evaluate the accuracy of information and the reliability of its sources 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
C.8: Prepare and maintain family records	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
D.1: Identify types of insurance	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information
D.2: Select insurance to meet needs	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.3: data analysis, probability and statistics	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Contemporary Living

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
D.3: Describe procedures for filing insurance claims	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
E.1: Assess family housing needs and resources	SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.1: Identify problems and define their scope and elements
E.2: Investigate housing options	SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
E.3: Evaluate leases and contracts	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
E.4: Exercise rights and responsibilities related to housing	SS.3: principles and processes of governance systems	4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies
E.5: Evaluate energy efficiency	SC.1: properties and principles of matter and energy	1.7: Evaluate the accuracy of information and the reliability of its sources
F.1: Evaluate taste and lifestyle	FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts	1.5: Comprehend and evaluate written, visual and oral presentations and works
F.2: Evaluate resources	FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts	1.3: Design and conduct field and laboratory investigations to study nature and society
F.3: Compare features, price, quality and care	FA.2: the principles and elements of different art forms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society

Contemporary Living

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.8: Assess costs, benefits and other consequences of proposed solutions
F.4: Explore options for acquiring furnishings	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
F.5: Apply elements and principles of design to furnishings	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
G.1: Identify tasks and procedures for home maintenance	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.1: Develop questions and ideas to initiate and refine research
G.2: Develop and implement maintenance schedule		1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information
G.3: Identify necessary products and tools for home maintenance	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.2: Conduct research to answer questions and evaluate information and ideas
G.4: Store home-maintenance products and tools properly	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.5: Identify and compare service options	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas

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Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G.6: Conserve energy	SC.8: impact of science, technology and human activity on resources and the environment	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
G.7: Investigate safety and security devices	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.1: Assess personal transportation needs		3.1: Identify problems and define their scope and elements
H.2: Investigate transportation options available	SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas
H.3: Explore options for vehicle ownership	SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas
H.4: Identify vehicle care and maintenance costs	MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.8: Assess costs, benefits and other consequences of proposed solutions
I.1: Plan wardrobe needs according to lifestyle and career	SS.6: relationships of the individual and groups to institutions and cultural traditions	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
I.2: Apply principles of design and color	FA.2: the principles and elements of different art forms	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.1: Identify problems and define their scope and elements
I.3: Evaluate resources	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.6: Discover and evaluate patterns and relationships in information, ideas and structures
I.4: Evaluate garments according to identified criteria		1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
J.1: Demonstrate ability to safely operate sewing machine	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performing arts	2.7: Use technological tools to exchange information and ideas

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
J.2: Identify and use tools, notions and equipment	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	3.2: Develop and apply strategies based on ways others have prevented or solved problems
J.3: Demonstrate basic sewing techniques	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	2.5: Perform or produce works in the fine and practical arts 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
J.4: Make minor repairs and alterations	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
K.1: Interpret care and fabric content labels	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
K.2: Prepare clothing for laundry or dry cleaning	SC.8: impact of science, technology and human activity on resources and the environment	1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
K.3: Identify correct stain-removal techniques	SC.4: changes in ecosystems and interactions of organisms with their environments	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.1: Explain reasoning and identify information used to support decisions
K.4: Select laundry supplies	SC.8: impact of science, technology and human activity on resources and the environment	1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
K.5: Demonstrate proper use and care of laundry equipment	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.8: consumer health issues (such as the effects of mass media and technologies on safety and health)	2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
K.6: Determine appropriate clothing storage		3.1: Identify problems and define their scope and elements
L.1: Differentiate physical, emotional and social health	HP.1: structures of, functions of, and relationships among human body systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
L.2: Distinguish between good and bad health habits	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
L.3: Identify stress situations	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	3.1: Identify problems and define their scope and elements
L.4: Develop problem-solving techniques for coping		1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
L 5: Identify health-related resources	HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
L 6: Develop a personal lifetime wellness plan	HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
M 1: Review basic nutritional requirements	HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
M 2: Distinguish between nutritional facts and fallacies	HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.7: Evaluate the accuracy of information and the reliability of its sources
M 3: Evaluate personal food habits and nutrition	HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
M 4: Develop a personal food plan	HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
M.5: List ways to give variety to meals	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information
M.6: Identify family nutrition needs and resources	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
M.7: Evaluate menus	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources
M.8: Plan menus	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
N.1: Utilize wise shopping techniques	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
N.2: Read and evaluate nutritional labels	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 3.5: Reason inductively from a set of specific facts and deductively from general premises
N.3: Store food properly	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Contemporary Living

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
O 1: Define food preparation terms		1.5: Comprehend and evaluate written, visual and oral presentations and works
O 2: Identify food preparation utensils and tools		1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
O 3: Develop a time-work plan		3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
O 4: Perform measuring and food preparation skills	FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA 2: the principles and elements of different art forms HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes SC 1: properties and principles of matter and energy	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
O 5: Utilize safe and sanitary practices	HP 3: diseases and methods for prevention, treatment and control HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
P 1: Choose and organize method of serving		1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
P 2: Set eating area appropriately	FA 3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
P 3: Evaluate finished product and work plan	FA 3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works

Contemporary Living

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
P.4: Clean up kitchen and safely store food	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
Q.1: Complete self-analysis activities	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
Q.2: Examine a variety of family structures	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Contemporary Living

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
Q.3: Identify qualities and criteria for selecting personal relationships	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) SS.8: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
Q.4: Identify and practice communication skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.2: reading and evaluating fiction, poetry and drama CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
Q.5: Utilize problem-solving techniques in relationships	SC.8: impact of science, technology and human activity on resources and the environment	3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem
Q.6: Develop a plan to build positive personal relationships	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions

Contemporary Living

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
Q.7: Make adjustments in personal relationships	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions
R.1: Describe parenting skills needed to foster human development	HP.1: structures of, functions of, and relationships among human body systems SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 4.1: Explain reasoning and identify information used to support decisions
R.2: Describe parenting skills necessary to form healthy, caring relationships with infants and young children	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 4.3: Analyze the duties and responsibilities of individuals in societies 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
R.3: Identify reasons to care for children in responsible ways	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
R.4: Assess commitment needed to be a parent	SS.6: relationships of the individual and groups to institutions and cultural traditions	3.8: Assess costs, benefits and other consequences of proposed solutions
R.5: Identify factors to consider in evaluating readiness for parenthood	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.2: continuity and change in the history of Missouri, the United States and the world SS.6: relationships of the individual and groups to institutions and cultural traditions	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.3: Analyze the duties and responsibilities of individuals in societies
R.6: Evaluate how present decisions about parenting may affect future goals	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.2: continuity and change in the history of Missouri, the United States and the world SS.6: relationships of the individual and groups to institutions and cultural traditions	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.3: Analyze the duties and responsibilities of individuals in societies
S.1: Develop skills for coping with crises (disabilities, death and dying, suicide, divorce, substance abuse)	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
S.2: Identify support groups	HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
S.3: Apply strategies for strengthening family relationships	CA 6: participating in formal and informal presentations and discussions of issues and ideas HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.4: Evaluate the processes used in recognizing and solving problems
T.1: Provide guidance in emotional, social, physical and intellectual growth	SC 3: characteristics and interactions of living organisms SS 6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
T.2: Recognize age-appropriate behaviors	HP 1: structures of, functions of, and relationships among human body systems SS 6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works
T.3: Identify proper ways to communicate with children	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	3.1: Identify problems and define their scope and elements
T.4: Identify goals of child guidance and discipline	SC 3: characteristics and interactions of living organisms SS 6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
T.5: Use problem-solving techniques in child guidance	CA 6: participating in formal and informal presentations and discussions of issues and ideas HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	3.1: Identify problems and define their scope and elements
U.1: Evaluate toys for child safety	HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) SS 6: relationships of the individual and groups to institutions and cultural traditions	1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.7: Evaluate the extent to which a strategy addresses the problem
U.2: Locate and eliminate child safety hazards	HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)	3.1: Identify problems and define their scope and elements

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.4: Evaluate the processes used in recognizing and solving problems 3.7: Evaluate the extent to which a strategy addresses the problem
U.3: Evaluate child-care facilities and providers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
V.1: Evaluate the impact of being employed or not being employed on well being of self and others	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace
V.2: Evaluate career choices as they impact on the family	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
V.3: Compare desired career to level of education required	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 4.8: Explore, prepare for and seek educational and job opportunities
V.4: Demonstrate knowledge of job-seeking and job-retainment skills		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
W.1: Identify careers related to family and consumer sciences discipline	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA 6: participating in formal and informal presentations and discussions of issues and ideas SS 6: relationships of the individual and groups to institutions and cultural traditions	4.8: Explore, prepare for and seek educational and job opportunities
W.2: Describe personal qualities and education required for careers in family and consumer sciences	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) SC.3: characteristics and interactions of living organisms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
W.3: Investigate working conditions and income of specific careers	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.8: Explore, prepare for and seek educational and job opportunities
X.1: Describe home-based family and consumer sciences businesses	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.2: Conduct research to answer questions and evaluate information and ideas
X.2: Assess personal skills and resources to be an entrepreneur	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SC.3: characteristics and interactions of living organisms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
X.3: Compare advantages and disadvantages of owning a business and working for an employer	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

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*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Identify personal values	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.7: identifying and evaluating relationships between language and culture FA.5: visual and performing arts in historical and cultural contexts MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 3.4: Evaluate the processes used in recognizing and solving problems 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
A.2: Identify and develop personal goal plan	CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.3: Make decisions	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.4: Handle stressful situations	CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
A.5: Acknowledge feelings and property of others	CA.2: reading and evaluating fiction, poetry and drama CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: Identifying and evaluating relationships between language and culture FA.5: visual and performing arts in historical and cultural contexts MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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A.6: Demonstrate social etiquette

CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
 CA.6: participating in formal and informal presentations and discussions of issues and ideas
 CA.7: identifying and evaluating relationships between language and culture
 FA.5: visual and performing arts in historical and cultural contexts
 HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
 HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)
 MA.3: data analysis, probability and statistics
 SC.8: impact of science, technology and human activity on resources and the environment
 SS.6: relationships of the individual and groups to institutions and cultural traditions

1.1: Develop questions and ideas to initiate and refine research
 1.2: Conduct research to answer questions and evaluate information and ideas
 1.3: Design and conduct field and laboratory investigations to study nature and society
 1.4: Use technological tools and other resources to locate, select and organize information
 1.7: Evaluate the accuracy of information and the reliability of its sources
 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
 2.2: Review and revise communications to improve accuracy and clarity
 2.5: Perform or produce works in the fine and practical arts
 2.6: Apply communication techniques to the job search and to the workplace
 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
 4.1: Explain reasoning and identify information used to support decisions
 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States
 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.7: Separate personal and professional problems	CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.8: Explore, prepare for and seek educational and job opportunities
A.8: Demonstrate moral/ethical character	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.7: identifying and evaluating relationships between language and culture FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.9: Contribute to a team effort	SS.6: relationships of the individual and groups to institutions and cultural traditions CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.7: identifying and evaluating relationships between language and culture FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC.8: Impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.10: Acknowledge responsibility/authority of others	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.5: visual and performing arts in historical and cultural contexts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.7: Evaluate the extent to which a strategy addresses the problem 4.3: Analyze the duties and responsibilities of individuals in societies

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.6: composition and structure of the universe and the motions of the objects within it SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities
A.11: Follow directions	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.2: properties and principles of force and motion SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere SC.6: composition and structure of the universe and the motions of the objects within it SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.2: continuity and change in the history of Missouri, the United States and the world	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS.3: principles and processes of governance systems SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
A.12: Manage resources	CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities
A.13: Demonstrate economic alertness	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities
A.14: Function within competitive business framework	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.8: Explore, prepare for and seek educational and job opportunities
A.15: Demonstrate business behavior	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.5: visual and performing arts in historical and cultural contexts HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.16: Demonstrate organizational skills	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.5: Reason inductively from a set of specific facts and deductively from general premises 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
A.17: Demonstrate assertiveness	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.3: diseases and methods for prevention, treatment and control HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.18: Apply leadership styles	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.5: visual and performing arts in historical and cultural contexts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.19: Maintain community awareness	CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities
A.20: Develop familiarity with organization, policies, and company goals	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.4: Evaluate the processes used in recognizing and solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.6: composition and structure of the universe and the motions of the objects within it SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
B.1: Maintain physical fitness	CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.4: principles of movement and physical fitness MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.8: impact of science, technology and human activity on resources and the environment SS.8: relationships of the individual and groups to institutions and cultural traditions	1.3: Design and conduct field and laboratory investigations to study nature and society 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
B.2: Demonstrate body poise and posture	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines	1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.3: Demonstrate grooming applicable to job	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.8: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
	CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.7: Evaluate the extent to which a strategy addresses the problem 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
B.4: Demonstrate personal hygiene	CA.7: identifying and evaluating relationships between language and culture FA.2: the principles and elements of different art forms HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 4.3: Analyze the duties and responsibilities of individuals in societies

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
B.5: Identify personal strengths and weaknesses	CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.3: Design and conduct field and laboratory investigations to study nature and society 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 3.4: Evaluate the processes used in recognizing and solving problems 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.6: Display realistic self image	CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.7: Prepare resumes	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.3: data analysis, probability and statistics SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.8: Explore, prepare for and seek educational and job opportunities
B.8: Prepare letters of application	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.3: data analysis, probability and statistics SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 4.8: Explore, prepare for and seek educational and job opportunities

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
B.9: Prepare a personal portfolio	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.3: data analysis, probability and statistics SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 3.2: Develop and apply strategies based on ways others have prevented or solved problems 4.8: Explore, prepare for and seek educational and job opportunities
B.10: Prepare for the interview	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.3: data analysis, probability and statistics SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 4.8: Explore, prepare for and seek educational and job opportunities
B.11: Participate in job interview	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.3: data analysis, probability and statistics	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.6: Apply communication techniques to the job search and to the workplace 3.2: Develop and apply strategies based on ways others have prevented or solved problems

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.6: Examine problems and proposed solutions from multiple perspectives 4.8: Explore, prepare for and seek educational and job opportunities
B.12: Conduct job interview follow-up	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.3: data analysis, probability and statistics SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.8: Explore, prepare for and seek educational and job opportunities
B.13: Identify continuing education opportunities	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.3: data analysis, probability and statistics SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.6: Apply communication techniques to the job search and to the workplace 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.8: Explore, prepare for and seek educational and job opportunities
B.14: Develop plan for career awareness and growth	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.3: data analysis, probability and statistics SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.8: Explore, prepare for and seek educational and job opportunities
B.15: Evaluate yourself for self-improvement	CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.8: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.8: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
C.1: Demonstrate active listening skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.2: reading and evaluating fiction, poetry and drama CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.5: visual and performing arts in historical and cultural contexts MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment SS.8: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.9: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.8: Explore, prepare for and seek educational and job opportunities

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
C.2: Cope with criticism	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
C.3: Use appropriate telephone techniques	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.5: visual and performing arts in historical and cultural contexts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.4: Recognize and practice honesty and integrity in academic work and in the workplace

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
C.4: Recognize the effect of body language	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.7: Identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.6: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
C.5: Use correct verbal skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.2: reading and evaluating fiction, poetry and drama CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.5: visual and performing arts in historical and cultural contexts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems SS.6: relationships of the individual and groups to institutions and cultural traditions	1.7: Evaluate the accuracy of information and the reliability of its sources 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
C.6: Demonstrate persuasion skills	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.3: data analysis, probability and statistics SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
C.7: Use appropriate written communication	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.8: impact of science, technology and human activity on resources and the environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.4: Evaluate the processes used in recognizing and solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities
C.8: Demonstrate adequate reading skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.4: Evaluate the processes used in recognizing and solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.8: impact of science, technology and human activity on resources and the environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities
C.9: Demonstrate legible and accurate record keeping skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.8: impact of science, technology and human activity on resources and the environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.7: Evaluate the extent to which a strategy addresses the problem 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities
C.10: Give and receive directions	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.8: impact of science, technology and human activity on resources and the environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
D.1: Perform manual mathematical computations	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.1: structures of, functions of, and relationships among human body systems	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.4: principles of movement and physical fitness MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.2: properties and principles of force and motion SC.6: composition and structure of the universe and the motions of the objects within it SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions
D.2: Demonstrate basic business mathematics	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.1: structures of, functions of, and relationships among human body systems HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
D.3: Use cash register	SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.8: impact of science, technology and human activity on resources and the environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
D.4: Use calculating equipment to perform mathematical computations	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.8: impact of science, technology and human activity on resources and the environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
D.5: Utilize computer literacy	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines	1.1: Develop questions and ideas to initiate and refine research 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA 4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA 6: discrete mathematics (such as graph theory, counting techniques, matrices) SC 8: impact of science, technology and human activity on resources and the environment SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS 7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities

E.1: Determine equipment and supply needs

CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)

1.4: Use technological tools and other resources to locate, select and organize information

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities
E.2: Select new or replacement equipment and supplies	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
E.3: Plan policies and procedures related to customer services	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities
	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.7: Use technological tools to exchange information and ideas 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
E.4: Plan efficient flow of customer traffic	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.7: Use technological tools to exchange information and ideas 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities
E.5: Plan expansion of facilities	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.2: Conduct research to answer questions and evaluate information and ideas

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.7: Use technological tools to exchange information and ideas 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete these tasks 4.8: Explore, prepare for and seek educational and job opportunities
E.6: Plan layout to provide for work areas and merchandise	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.7: Use technological tools to exchange information and ideas

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities
E.7: Establish policies and procedures for company security	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA.3: data analysis, probability and statistics SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
E 8: Comply with established procedures for handling shoplifting, pilfering, etc.	CA 6: participating in formal and informal presentations and discussions of issues and ideas HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA 3: data analysis, probability and statistics SC 3: characteristics and interactions of living organisms SC 8: impact of science, technology and human activity on resources and the environment SS 3: principles and processes of governance systems	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
E.9: Establish procedures for safety measures and accident prevention	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA.3: data analysis, probability and statistics SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
E.10: Follow procedures if there are employee or customer accidents	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA.3: data analysis, probability and statistics	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
E 11: Administer maintenance and housekeeping program	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.3: data analysis, probability and statistics SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E 12: Administer overall budget	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities

E.13: Administer budget for department, area, etc.

MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
 SC.8: impact of science, technology and human activity on resources and the environment
 SS.3: principles and processes of governance systems
 SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

1.1: Develop questions and ideas to initiate and refine research
 1.2: Conduct research to answer questions and evaluate information and ideas
 1.3: Design and conduct field and laboratory investigations to study nature and society
 1.5: Comprehend and evaluate written, visual and oral presentations and works
 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
 2.7: Use technological tools to exchange information and ideas
 3.7: Evaluate the extent to which a strategy addresses the problem
 3.8: Assess costs, benefits and other consequences of proposed solutions
 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States
 4.3: Analyze the duties and responsibilities of individuals in societies
 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
 4.8: Explore, prepare for and seek educational and job opportunities

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
E.14: Analyze projected budget with actual budget	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities
E.15: Perform necessary banking functions such as depositing funds, etc.	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals

Core Employment Skills

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.8: Explore, prepare for and seek educational and job opportunities
E.16: Submit financial reports and records	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities
E.17: Make plans according to financial reports and records	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.7: Evaluate the extent to which a strategy addresses the problem

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities
E 18: Comply with laws regarding taxes and payroll	MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC 8: impact of science, technology and human activity on resources and the environment SS 3: principles and processes of governance systems SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities
E 19: Manage credit policies and procedures	MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC 8: impact of science, technology and human activity on resources and the environment SS 3: principles and processes of governance systems	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities
E 20: Promote firm through participation in professional and civic organizations	CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities

Core Employment Skills

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
E 21: Keep informed concerning trends/developments	CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities
E 22: Develop overall department/store sales goals	CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities

NOTE: An asterisk (*) in the curriculum frameworks column(s) indicates all "to do" statements in that section are applicable.

Custom Sewing

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Identify unknown fibers	SC.1: properties and principles of matter and energy SC.3: characteristics and interactions of living organisms SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
A.2: Use textile labels to make fabric comparisons	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions
A.3: Rate dye methods on fabrics for penetration and effectiveness	MA.3: data analysis, probability and statistics SC.1: properties and principles of matter and energy SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions

Custom Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.4: Rate quality characteristics of fabrics	MA.3: data analysis, probability and statistics SC.1: properties and principles of matter and energy SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
A.5: Coordinate patterns with fabrics	FA.2: the principles and elements of different art forms MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
A.6: Work with napped fabrics	FA.2: the principles and elements of different art forms	3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
A.7: Work with interlock (double) knits	FA.2: the principles and elements of different art forms	3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
A.8: Work with even and uneven plaids	FA.2: the principles and elements of different art forms	3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

Custom Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.5: Reason inductively from a set of specific facts and deductively from general premises
A.9: Straighten fabric grain		
A.10: Pretreat fabric, notions, and trims	SC.1: properties and principles of matter and energy	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
A.11: Lay out and cut pattern pieces correctly for the type of fabric used		2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.8: Assess costs, benefits and other consequences of proposed solutions
B.1: Prepare customer for measurement		
B.2: Chart woman's measurements	MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	1.4: Use technological tools and other resources to locate, select and organize information
B.3: Chart man's measurements	MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	1.4: Use technological tools and other resources to locate, select and organize information
B.4: Measure windows for drapery construction	MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.4: Use technological tools and other resources to locate, select and organize information 4.1: Explain reasoning and identify information used to support decisions
B.5: Measure bed for bedspread construction/dust ruffle construction	MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.4: Use technological tools and other resources to locate, select and organize information 4.1: Explain reasoning and identify information used to support decisions
C.1: Add/eliminate seam	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.2: Add/eliminate cuffs (sleeve and pants)	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals

Custom Sewing

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
C.3: Change collar and/or lapels	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.4: Shorten/lengthen collar	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.5: Add/eliminate yoke	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.6: Remove pleats	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.7: Add/remove flare (pants and skirt)	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.8: Change darts (location and curve)	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.5: Reason inductively from a set of specific facts and deductively from general premises

Custom Sewing

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.9: Change location of fasteners (e.g., buttons, buttonholes, zippers)	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.10: Change/substitute types of fasteners	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.11: Change pocket (inseam, hip, welt)	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.12: Make insets (alter width, length)	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.13: Make facing pattern	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	1.1: Develop questions and ideas to initiate and refine research 1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems

Custom Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	
C.14: Make lining patterns	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems
C.15: Adjust waists	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	
C.16: Adjust widths of garments or products	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	
C.17: Adjust lengths of garments or products	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	
C.18: Shorten sleeves	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	
C.19: Reweave hole in garment/product		3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

Custom Sewing

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.6: Examine problems and proposed solutions from multiple perspectives
D.1: Adjust lower thread tension	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SC.8: impact of science, technology and human activity on resources and the environment	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
D.2: Adjust presser foot pressure	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SC.8: impact of science, technology and human activity on resources and the environment	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
D.3: Adjust upper thread tension	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SC.8: impact of science, technology and human activity on resources and the environment	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
D.4: Clean machine	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SC.8: impact of science, technology and human activity on resources and the environment	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
D.5: Clear bobbin hook race	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SC.8: impact of science, technology and human activity on resources and the environment	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
D.6: Replace needle	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) SC.8: impact of science, technology and human activity on resources and the environment	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E.1: Thread the overlock machine	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SC.8: impact of science, technology and human activity on resources and the environment	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
E.2: Adjust tensions	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SC.8: impact of science, technology and human activity on resources and the environment	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
E.3: Clean machine	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SC.8: impact of science, technology and human activity on resources and the environment	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
E.4: Replace needles	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) SC.8: impact of science, technology and human activity on resources and the environment	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Custom Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
F.1: Transfer pattern markings	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.2: Attach underlining/interlining	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.3: Attach lining	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Custom Sewing

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
F.4: Hem garment/product	MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.5: Apply interfacing (fusible and nonfusible)	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.6: Staystitch garment/product pieces	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.5: visual and performing arts in historical and cultural contexts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals

Custom Sewing

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.7: Apply stay strip	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.8: Construct dart	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.9: Construct seam	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises

Custom Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.10: Ease/gather fullness into seam	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.11: Construct a patch pocket	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.12: Apply topstitching	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.13: Construct an inseam pocket	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.14: Construct a welt pocket	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.15: Construct a front hip pocket	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas

Custom Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.16: Perform understitching	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.17: Construct collar	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.18: Construct facing	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	2.5: Perform or produce works in the fine and practical arts

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Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.19: Construct jacket collar and lapels	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.20: Construct shirt tab (neckline placket)	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Custom Sewing

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
F.21: Attach sleeve placket	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.22: Construct sleeve cuff	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.23: Construct set-in sleeve	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
F.24: Construct kimono sleeve	MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.25: Construct gusset	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.26: Construct raglan sleeve	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals

Custom Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
F.27: Construct pants cuffs	MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.28: Construct pleats	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.29: Construct tuck	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals

Custom Sewing

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.30: Construct ruffle	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.31: Construct waistband	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.32: Construct belt loops/carriers	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises

Custom Sewing

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.33: Construct casing (fold down and applied)	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.34: Construct lingerie strap guard	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.35: Miter corner	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems

Custom Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.36: Baste garment/product together for fitting	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.37: Fit garment/product	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.38: Remove spots and stains	SC.1: properties and principles of matter and energy SC.8: impact of science, technology and human activity on resources and the environment	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

Custom Sewing

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.8: Assess costs, benefits and other consequences of proposed solutions
F.39: Press completed garment/product	SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion	1.3: Design and conduct field and laboratory investigations to study nature and society 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts
F.40: Construct draperies	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.41: Construct bedspread (tailored and with bed ruffle)	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.1: Attach buttons (sew-through and shank)	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems

Custom Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.2: Construct buttonholes and loops	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.3: Attach eyelets	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.4: Attach snaps (sew-through and gripper)	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

Custom Sewing

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.5: Attach hook and eye	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.6: Attach tape fasteners (i.e., Velcro, snaps, hook and eye, etc.)	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.7: Construct belt	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives

Custom Sewing

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.8: Insert zippers	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.1: Apply applique	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.2: Apply braids	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Custom Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	
H.3: Apply cording/piping	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.4: Apply decorative stitches (by machine and by hand)	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.5: Apply lace	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Custom Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
H.6: Apply lettuce (ripple) edging	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.7: Apply sequins	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.8: Apply beading	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Custom Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	
H.9: Smock pieces	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.1: process and technique for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.10: Construct continuous bias strip	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.5: Perform or produce works in the fine and practical arts 3.4: Evaluate the processes used in recognizing and solving problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.11: Construct cording	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.5: Perform or produce works in the fine and practical arts 3.4: Evaluate the processes used in recognizing and solving problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.12: Construct piping	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.5: Perform or produce works in the fine and practical arts 3.4: Evaluate the processes used in recognizing and solving problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.13: Construct tubing	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.5: Comprehend and evaluate written, visual and oral presentations and works

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Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 3.4: Evaluate the processes used in recognizing and solving problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
I.1: Adjust pattern for neckline differences	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
I.2: Adjust pattern for shoulder differences	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
I.3: Adjust pattern for arm differences	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
I.4: Adjust pattern for chest/bust differences	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
I.5: Adjust pattern for back differences	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
I.6: Adjust pattern for waist differences	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
I.7: Adjust pattern for abdomen differences	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
I.8: Adjust pattern for hip/buttock differences	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
I.9: Adjust pattern for thigh differences	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
I.10: Adjust pattern for crotch differences	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
I.11: Adjust pattern for leg length differences	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	
I.12: Lengthen/shorten pattern	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
I.13: Increase/decrease width of pattern	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
I.14: True pattern seamlines after adjustment	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

An asterisk (*) in the curriculum frameworks column(s) indicates all "to do" statements in that section are applicable.

Exploratory Family and Consumer Sciences

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Appraise personal values and goals	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.6: relationships of the individual and groups to institutions and cultural traditions	4.4: Recognize and practice honesty and integrity in academic work and in the workplace
A.2: Identify personality characteristics	SC.3: characteristics and interactions of living organisms	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
A.3: Describe feelings and attitudes related to specific situations involving self concept	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Exploratory Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.4: Describe individual talents	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
A.5: Describe types of personal relationships with others	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.6: relationships of the individual and groups to institutions and cultural traditions	2.3: Exchange information, questions and ideas while recognizing the perspectives of others
A.6: Appraise ways to build relationships	SS.6: relationships of the individual and groups to institutions and cultural traditions	4.3: Analyze the duties and responsibilities of individuals in societies 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
A.7: Describe responsibilities in friendships	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	4.3: Analyze the duties and responsibilities of individuals in societies
A.8: Describe issues related to equity in roles and responsibilities	SS.6: relationships of the individual and groups to institutions and cultural traditions	4.3: Analyze the duties and responsibilities of individuals in societies 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
A.9: Appraise own communication skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas
A.10: Distinguish between verbal and nonverbal communication	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace
A.11: Recognize the importance of social etiquette	SS.6: relationships of the individual and groups to institutions and cultural traditions	
A.12: Analyze procedures for personal decision making	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	3.1: Identify problems and define their scope and elements

Exploratory Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
A.13: Appraise methods for group decision making in different situations	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.7: Evaluate the accuracy of information and the reliability of its sources 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.14: Identify skills for managing stress and crisis	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.15: Identify leadership qualities and skills	CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.6: relationships of the individual and groups to institutions and cultural traditions	4.3: Analyze the duties and responsibilities of individuals in societies 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Exploratory Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.16: Demonstrate leadership qualities and skills	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.1: Describe personal values, standards, resources, needs and wants	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.2: Describe ways to use, trade and share personal resources	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.3: Create a plan to manage personal resources	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
B.4: Describe family values and resources	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.5: Develop a family budget	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
B.6: Identify sources of youth and family income	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
B.7: Develop an individual entrepreneurship plan	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.1: Develop questions and ideas to initiate and refine research 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.8: Explore, prepare for and seek educational and job opportunities
B 8: Identify future goals related to spending and saving	MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
B 9: Appraise ways to save money	MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems

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*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
B.10: Analyze advantages and disadvantages of credit	MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
B.11: Analyze issues related to consumer practices	CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) MA 3: data analysis, probability and statistics SB 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.12: Compare product and service information	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 2.7: Use technological tools to exchange information and ideas 3.4: Evaluate the processes used in recognizing and solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
B.13: Identify options for obtaining goods and services	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) MA.3: data analysis, probability and statistics	1.2: Conduct research to answer questions and evaluate information and ideas 1.7: Evaluate the accuracy of information and the reliability of its sources 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.14: Investigate accompanying costs of products and services	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.15: Identify services and regulations which protect consumers	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.2: Review and revise communications to improve accuracy and clarity 2.7: Use technological tools to exchange information and ideas 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.16: Describe consumer action for recourse and other responsibilities	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SS.1: principles expressed in the documents shaping constitutional democracy in the United States	1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.17: Recognize advantages and disadvantages of convenience products	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.18: Analyze lifestyle, needs, values and goals related to housing	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.19: Analyze basic human needs met through housing	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.6: relationships of the individual and groups to institutions and cultural traditions	3.6: Examine problems and proposed solutions from multiple perspectives 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.20: Evaluate family tasks and adjustments related to moving	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.6: relationships of the individual and groups to institutions and cultural traditions	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions
B.21: Appraise personal energy conservation techniques	SC.1: properties and principles of matter and energy SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere SC.8: impact of science, technology and human activity on resources and the environment	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions
B.22: Appraise ways to recycle furnishings	FA.2: the principles and elements of different art forms	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions
B.23: Create room arrangements for a specific taste and lifestyle	FA.2: the principles and elements of different art forms	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	
C.1: Appraise decision-making skills	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
C.2: Identify factors influencing family decisions	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) SS.6: relationships of the individual and groups to institutions and cultural traditions	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 4.3: Analyze the duties and responsibilities of individuals in societies 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.3: Analyze procedures for family decision making	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) SS.6: relationships of the individual and groups to institutions and cultural traditions	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.3: Analyze the duties and responsibilities of individuals in societies

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.4: Recognize individual differences in family members	SS.6: relationships of the individual and groups to institutions and cultural traditions	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
C.5: Describe roles and responsibilities of family members over the life cycle	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.6: Identify family strategies for balancing work and family responsibilities	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.7: Recognize individual differences in relationships	CA.7: identifying and evaluating relationships between language and culture SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
C.8: Appraise methods for coping with family stress and crisis	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations	2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
C.9: Describe roles of love and affection in family living	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.10: Identify family support services	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.2: continuity and change in the history of Missouri, the United States and the world	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions
C.11: Describe choices related to lifestyle and parenting	CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.6: Examine problems and proposed solutions from multiple perspectives

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.8: Assess costs, benefits and other consequences of proposed solutions
C.12: Assess attitudes toward parenting	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.1: Develop questions and ideas to initiate and refine research 1.7: Evaluate the accuracy of information and the reliability of its sources 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
C.13: Describe challenges and costs of adolescent parenthood	HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
C.14: Appraise personal attitudes toward children	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
C.15: Describe ways to guide intellectual, emotional, social and physical growth in children	HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.16: Classify developmental tasks and growth patterns of children	HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.17: Evaluate the role of nurturance on growth and development in children	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	4.3: Analyze the duties and responsibilities of individuals in societies 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.18: Demonstrate management techniques for children's activities	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.19: Analyze role of parents and caregivers in toy selection and use	HP.1: structures of, functions of, and relationships among human body systems HP.4: principles of movement and physical fitness	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 3.8: Assess costs, benefits and other consequences of proposed solutions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.20: Describe nutrition and hygiene needs of children	HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.7: Evaluate the accuracy of information and the reliability of its sources 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.21: List emergency procedures and treatment	HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.7: responses to emergency situations	3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.22: Analyze safety of children's products	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.4: principles of movement and physical fitness HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.23: Describe ways to share responsibilities of parenting among family members	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.6: relationships of the individual and groups to institutions and cultural traditions	4.3: Analyze the duties and responsibilities of individuals in societies 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
C.24: Describe roles and responsibilities when caring for children	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations	3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.1: Describe characteristics of health and wellness	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.2: Describe characteristics of physical/mental/social health	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.3: Recognize relationship of exercise and leisure to health	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.4: principles of movement and physical fitness	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.4: Distinguish between health fads and sound practices	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.3: Exchange information, questions and ideas while recognizing the perspectives of others

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.5: Identify sources of health information for consumers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.7: Use technological tools to exchange information and ideas 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.6: Identify health care providers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.4: Use technological tools and other resources to locate, select and organize information
D.7: Identify skills for coping with stress	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.8: Differentiate between substance use and abuse	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives
D.9: Demonstrate assertive refusal skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.10: Identify reproductive anatomy and physiology	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.1: structures of, functions of, and relationships among human body systems SC.3: characteristics and interactions of living organisms	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.5: Reason inductively from a set of specific facts and deductively from general premises
D.11: Distinguish between myth and fact related to human reproduction	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.1: structures of, functions of, and relationships among human body systems SC.3: characteristics and interactions of living organisms	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.1: Identify problems and define their scope and elements
D.12: Identify physical and emotional risks associated with adolescent sexual activity	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.3: Exchange information, questions and ideas while recognizing the perspectives of others

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Cross-Reference to Show-Me Standards
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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.3: Analyze the duties and responsibilities of individuals in societies
D.13: Recognize the importance of abstinence related to adolescent sexual activity	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.3: Analyze the duties and responsibilities of individuals in societies
D.14: Compare communicable and noncommunicable diseases	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.3: diseases and methods for prevention, treatment and control	1.5: Comprehend and evaluate written, visual and oral presentations and works 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.15: Suggest methods of disease control	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.3: diseases and methods for prevention, treatment and control	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.3: Analyze the duties and responsibilities of individuals in societies 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.16: Recognize individual differences in growth and development	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.4: principles of movement and physical fitness SC.3: characteristics and interactions of living organisms	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
D.17: Select and use personal hygiene products	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.5: Comprehend and evaluate written, visual and oral presentations and works 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.18: Evaluate desirable qualities of dating partners	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.8: Assess costs, benefits and other consequences of proposed solutions
D.19: Describe choices related to becoming a parent	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.8: Assess costs, benefits and other consequences of proposed solutions
D.20: Describe accident/injury prevention strategies	CA.3: reading and evaluating nonfiction works and material (such as biographies; newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem
E.1: Evaluate food preferences	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	2.3: Exchange information, questions and ideas while recognizing the perspectives of others
E.2: Identify recommended guidelines for nutrition	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.4: Use technological tools and other resources to locate, select and organize information
E.3: Determine personal caloric needs	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	2.7: Use technological tools to exchange information and ideas
E.4: Select food sources of nutrients	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
E.5: Evaluate meals and snacks	CA.2: reading and evaluating fiction, poetry and drama CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 3.1: Identify problems and define their scope and elements 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
E.6: Identify factors influencing dietary needs	CA.2: reading and evaluating fiction, poetry and drama	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	
E.7: Analyze methods of weight control	HP.4: principles of movement and physical fitness	1.2: Conduct research to answer questions and evaluate information and ideas 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E.8: Analyze nutrition labeling	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.2: Conduct research to answer questions and evaluate information and ideas
E.9: Determine cost of convenience foods	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	2.2: Review and revise communications to improve accuracy and clarity 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
E.10: Analyze food advertisements	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	4.4: Recognize and practice honesty and integrity in academic work and in the workplace
E.11: Identify basic food preparation equipment	SC.8: impact of science, technology and human activity on resources and the environment	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.7: Use technological tools to exchange information and ideas
E.12: Use recipe information	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	
E.13: Demonstrate proper food preparation techniques	CA 6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas
E.14: Prepare simple foods and snacks	CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	2.5: Perform or produce works in the fine and practical arts
E.15: Use safe food storage and preparation methods	CA 6: participating in formal and informal presentations and discussions of issues and ideas	2.5: Perform or produce works in the fine and practical arts 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E.16: Plan meals and snacks according to available resources	SS 2: continuity and change in the history of Missouri, the United States and the world	1.7: Evaluate the accuracy of information and the reliability of its sources
E.17: Recognize the importance of mealtime etiquette	SS 6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society
E.18: Apply rules of mealtime etiquette	CA.7: Identifying and evaluating relationships between language and culture	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
F.1: Determine values/needs/wants related to wardrobe	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity
F.2: Identify lifestyle and preferences affecting clothing choices	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
F.3: Inventory clothing and accessories	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 3.4: Evaluate the processes used in recognizing and solving problems
F.4: Plan wardrobe additions, deletions and adaptations	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives
F.5: Recognize factors influencing clothing purchases	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.1: Develop questions and ideas to initiate and refine research 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.8: Assess costs, benefits and other consequences of proposed solutions
F.6: Compare price/quality/care of clothing	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.1: Develop questions and ideas to initiate and refine research 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.8: Assess costs, benefits and other consequences of proposed solutions
F.7: Determine appropriate clothing care procedures	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures

Exploratory Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
F.8: Describe ways to recycle clothing	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.1: Develop questions and ideas to initiate and refine research 3.8: Assess costs, benefits and other consequences of proposed solutions
F.9: Describe clothing storage methods	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.1: Develop questions and ideas to initiate and refine research 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 3.8: Assess costs, benefits and other consequences of proposed solutions
F.10: Identify basic equipment	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.1: Develop questions and ideas to initiate and refine research
F.11: Recognize clothing construction procedures	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.1: Develop questions and ideas to initiate and refine research 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 3.8: Assess costs, benefits and other consequences of proposed solutions
F.12: Demonstrate clothing construction safety practices	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.2: Review and revise communications to improve accuracy and clarity 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
F.13: Demonstrate basic clothing repair skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.2: Review and revise communications to improve accuracy and clarity
F.14: Demonstrate basic clothing construction skills	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.2: Review and revise communications to improve accuracy and clarity

Exploratory Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G.1: Describe personal qualities and training required	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) SC.3: characteristics and interactions of living organisms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
G.2: Identify careers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
G.3: Investigate working conditions and income of specific careers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.8: Explore, prepare for and seek educational and job opportunities
G.4: Describe advantages and disadvantages of owning a home-based business	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.2: Conduct research to answer questions and evaluate information and ideas
G.5: Assess personal skills and resources to be an entrepreneur	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SC.3: characteristics and interactions of living organisms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information

Exploratory Family and Consumer Sciences

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
G.6: Compare advantages and disadvantages of owning a business and working for an employer	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions
G.7: Identify skills for balancing work and family responsibilities	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.8: Describe the influence of technology on career choices	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information

Exploratory Family and Consumer Sciences

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Identify FHA/HERO concepts	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas	4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
A.2: Utilize FHA/HERO program(s) to address family and consumer sciences issues	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
A.3: Utilize leadership qualities and skills for problem solving	CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.3: Analyze the duties and responsibilities of individuals in societies
B.1: Identify factors that affect self-esteem and that of others	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements
B.2: Evaluate personal characteristics	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas
B.3: Distinguish between positive and negative personal behavior	SS.6: relationships of the individual and groups to institutions and cultural traditions	2.3: Exchange information, questions and ideas while recognizing the perspectives of others
B.4: Identify personal goals	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.1: Identify stress situations	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	3.1: Identify problems and define their scope and elements 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.2: Develop problem-solving techniques	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 3.1: Identify problems and define their scope and elements

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.3: data analysis, probability and statistics SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions
C.3: Create strategies for developing and maintaining constructive support systems	CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.3: Design and conduct field and laboratory investigations to study nature and society 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives
D.1: Determine personal maturity	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.3: Design and conduct field and laboratory investigations to study nature and society 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences
D.2: Recognize individual differences	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.1: Identify problems and define their scope and elements
D.3: Identify the roles of friends	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.1: Identify problems and define their scope and elements
D.4: Recognize peer pressure	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.1: Identify problems and define their scope and elements

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
E.1: Distinguish between effective and ineffective communication	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace
E.2: Appraise own communication skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity, 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace
E.3: Practice listening skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace
E.4: Practice positive communication	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace

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*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
F.1: Compare tasks of family members	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.4: changes in ecosystems and interactions of organisms with their environments SS.6: relationships of the individual and groups to institutions and cultural traditions	1.3: Design and conduct field and laboratory investigations to study nature and society 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.3: Analyze the duties and responsibilities of individuals in societies 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
F.2: Coordinate and share family tasks	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.4: changes in ecosystems and interactions of organisms with their environments SS.6: relationships of the individual and groups to institutions and cultural traditions	1.3: Design and conduct field and laboratory investigations to study nature and society 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.3: Analyze the duties and responsibilities of individuals in societies 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
F.3: Develop a plan to strengthen family ties	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.4: changes in ecosystems and interactions of organisms with their environments SS.6: relationships of the individual and groups to institutions and cultural traditions	1.3: Design and conduct field and laboratory investigations to study nature and society 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.2: Develop and apply strategies based on ways others have prevented or solved problems 4.3: Analyze the duties and responsibilities of individuals in societies

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
F.4: Analyze how social, economic and technological changes impact work and family dynamics	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 3.1: Identify problems and define their scope and elements
F.5: Identify responsible behavior	CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.6: Create strategies for dealing with family relation problems	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G.1: Determine time needs	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
G.2: Set priorities for using time	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
G.3: Assess available time	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
G.4: Establish management techniques for coordinating work and family	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
G.5: Develop a time-management plan	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.5: Perform or produce works in the fine and practical arts 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
H.1: Describe good personal health habits	HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.1: Develop questions and ideas to initiate and refine research 1.3: Design and conduct field and laboratory investigations to study nature and society 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.2: Practice personal hygiene	HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.3: Identify special individual needs	HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.3: Exchange information, questions and ideas while recognizing the perspectives of others

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*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS.6: relationships of the individual and groups to institutions and cultural traditions	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.4: Identify health care resources	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.7: Evaluate the accuracy of information and the reliability of its sources 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.5: Develop a personal exercise plan	HP.4: principles of movement and physical fitness	1.4: Use technological tools and other resources to locate, select and organize information 2.5: Perform or produce works in the fine and practical arts 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.6: Assess leisure time and money	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.4: principles of movement and physical fitness	1.1: Develop questions and ideas to initiate and refine research 3.6: Examine problems and proposed solutions from multiple perspectives 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.7: Determine leisure activities	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.4: principles of movement and physical fitness	1.1: Develop questions and ideas to initiate and refine research 3.6: Examine problems and proposed solutions from multiple perspectives 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
I.1: Analyze substance abuse	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements
I.2: Develop health-related emergency procedures	FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.1: structures of, functions of, and relationships among human body systems HP.7: responses to emergency situations	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.2: Develop and apply strategies based on ways others have prevented or solved problems
I.3: Identify health resources	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.7: Evaluate the accuracy of information and the reliability of its sources

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
J.1: Analyze role of food in meeting health needs	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	3.6: Examine problems and proposed solutions from multiple perspectives 1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.7: Use technological tools to exchange information and ideas 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
J.2: Distinguish between nutritional facts and fallacies	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
J.3: Evaluate personal food habits	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
J.4: Develop a personal food plan based on nutritional requirements	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.6: relationships of the individual and groups to institutions and cultural traditions	1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
K.1: Plan menus to meet varying nutritional needs of family members	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.7: identifying and evaluating relationships between language and culture FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
K.2: Choose food preparation techniques that maximize nutritive value of food	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.1: Explain reasoning and identify information used to support decisions

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	
K.3: Plan ways to share food preparation tasks in group and family settings	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.3: data analysis, probability and statistics MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas
K.4: Apply time-management principles when preparing and serving food	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes SC.1: properties and principles of matter and energy SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
K.5: Identify and use appropriate equipment for food preparation	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SC.2: properties and principles of force and motion SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
L.1: Choose and organize methods of serving a meal	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures

Family and Consumer Sciences

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.2: the principles and elements of different art forms	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

L.2: Set eating area appropriately

CA.6: participating in formal and informal presentations and discussions of issues and ideas
FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
FA.2: the principles and elements of different art forms
FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines
SS.6: relationships of the individual and groups to institutions and cultural traditions

1.1: Develop questions and ideas to initiate and refine research
1.2: Conduct research to answer questions and evaluate information and ideas
1.6: Discover and evaluate patterns and relationships in information, ideas and structures
1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences
2.5: Perform or produce works in the fine and practical arts
3.2: Develop and apply strategies based on ways others have prevented or solved problems
3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
3.5: Reason inductively from a set of specific facts and deductively from general premises
4.1: Explain reasoning and identify information used to support decisions

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
L 3: Practice appropriate mealtime etiquette	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 6: participating in formal and informal presentations and discussions of issues and ideas HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 4: principles of movement and physical fitness SS 6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
M 1: Demonstrate proper use and care of kitchen equipment	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 6: participating in formal and informal presentations and discussions of issues and ideas HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC 2: properties and principles of force and motion SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) SC 8: impact of science, technology and human activity on resources and the environment	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
M 2: Evaluate situations for possible health/safety hazards	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and-solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
M 3: Evaluate situations for sanitary food handling and storage practices	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 3: diseases and methods for prevention, treatment and control HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 3: data analysis, probability and statistics SC 8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
N.1: Describe functions of ingredients	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SC.1: properties and principles of matter and energy SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements
N.2: Identify appropriate substitutions of ingredients and/or equipment	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SC.1: properties and principles of matter and energy SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
N.3: Prepare dairy products	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Family and Consumer Sciences

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.2: the principles and elements of different art forms HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SS.6: relationships of the individual and groups to institutions and cultural traditions	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.5: Perform or produce works in the fine and practical arts 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
N.4: Prepare breads and cereals	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.2: the principles and elements of different art forms HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SS.6: relationships of the individual and groups to institutions and cultural traditions	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.5: Perform or produce works in the fine and practical arts 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
N.5: Prepare meats and other protein foods	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.2: the principles and elements of different art forms	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.5: Perform or produce works in the fine and practical arts

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 3: diseases and methods for prevention, treatment and control HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC 1: properties and principles of matter and energy SC 2: properties and principles of force and motion SS 6: relationships of the individual and groups to institutions and cultural traditions	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
N 6: Prepare fruits and vegetables	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA 2: the principles and elements of different art forms HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 3: diseases and methods for prevention, treatment and control HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC 1: properties and principles of matter and energy SC 2: properties and principles of force and motion SS 6: relationships of the individual and groups to institutions and cultural traditions	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.5: Perform or produce works in the fine and practical arts 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
N 7: Prepare nutritious snacks	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA 2: the principles and elements of different art forms HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 3: diseases and methods for prevention, treatment and control	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.5: Perform or produce works in the fine and practical arts 3.2: Develop and apply strategies based on ways others have prevented or solved problems

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC 1: properties and principles of matter and energy SC 2: properties and principles of force and motion SS 6: relationships of the individual and groups to institutions and cultural traditions	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
O 1: Determine personal values and goals	HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS 6: relationships of the individual and groups to institutions and cultural traditions	4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
O 2: Determine personal needs and wants	HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS 6: relationships of the individual and groups to institutions and cultural traditions	4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
O 3: Assess resources for planning finances	MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS 7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.6: Examine problems and proposed solutions from multiple perspectives
O 4: Determine importance of savings	SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
O 5: Identify factors to consider when making spending decisions about food, clothing, transportation and housing	MA 3: data analysis, probability and statistics SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements
O 6: Develop a spending and savings plan using the decision-making process	MA 3: data analysis, probability and statistics SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 3.2: Develop and apply strategies based on ways others have prevented or solved problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
O 7: Identify significance of establishing and maintaining good credit	SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions
O 8: Record personal income and expenditures	SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
O 9: Explore financial services	SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.4: Use technological tools and other resources to locate, select and organize information 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.8: Assess costs, benefits and other consequences of proposed solutions
O 10: Identify types of insurance available in relation to insurance needs throughout the life cycle	SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS 6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.4: Use technological tools and other resources to locate, select and organize information 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.2: Develop and apply strategies based on ways others have prevented or solved problems

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.8: Assess costs, benefits and other consequences of proposed solutions
P.1: Evaluate personal consumer awareness	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.2: Conduct research to answer questions and evaluate information and ideas 1.7: Evaluate the accuracy of information and the reliability of its sources 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives
P.2: Determine usage of consumer information resources	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources
P.3: Distinguish between factual and misleading advertising	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources
P.4: Explain comparative shopping techniques	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
P.5: Explore service options	SC.8: impact of science, technology and human activity on resources and the environment	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
P.6: Exercise consumer recourse action	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 3.1: Identify problems and define their scope and elements 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
Q 1: Plan wardrobe needs according to lifestyle	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.8: Assess costs, benefits and other consequences of proposed solutions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
Q 2: Apply principles of design and color to wardrobe planning	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts HP.1: structures of, functions of, and relationships among human body systems MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences

Family and Consumer Sciences

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA 3: data analysis, probability and statistics	2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions

Q 3: Evaluate garments for quality and price

CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
 CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
 CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)

1.1: Develop questions and ideas to initiate and refine research
 1.2: Conduct research to answer questions and evaluate information and ideas
 1.4: Use technological tools and other resources to locate, select and organize information
 1.5: Comprehend and evaluate written, visual and oral presentations and works
 1.7: Evaluate the accuracy of information and the reliability of its sources

Family and Consumer Sciences

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace

Q.4: Compare clothing needs to budget plan

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)

CA.6: participating in formal and informal presentations and discussions of issues and ideas

MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations

1.2: Conduct research to answer questions and evaluate information and ideas

1.4: Use technological tools and other resources to locate, select and organize information

1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

2.5: Perform or produce works in the fine and practical arts

2.7: Use technological tools to exchange information and ideas

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA 3: data analysis, probability and statistics SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.5: Reason inductively from a set of specific facts and deductively from general premises
R 1: Identify factors to consider when purchasing and/or constructing clothing	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) FA 2: the principles and elements of different art forms FA 4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA 3: data analysis, probability and statistics MA 4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS 5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS 6: relationships of the individual and groups to institutions and cultural traditions SS 8: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
R 2: Determine pattern type and size	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA 6: participating in formal and informal presentations and discussions of issues and ideas FA 2: the principles and elements of different art forms FA 4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Family and Consumer Sciences

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA 3: data analysis, probability and statistics MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

R.3: Select pattern and fabric yardage

CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)

CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)

1.1: Develop questions and ideas to initiate and refine research

1.2: Conduct research to answer questions and evaluate information and ideas

1.4: Use technological tools and other resources to locate, select and organize information

1.6: Discover and evaluate patterns and relationships in information, ideas and structures

1.7: Evaluate the accuracy of information and the reliability of its sources

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: Identifying and evaluating relationships between language and culture FA.2: the principles and elements of different art forms FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
R.4: Prepare pattern and fabric	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.2: the principles and elements of different art forms MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
R 5: Demonstrate ability to operate sewing machine	CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 6: participating in formal and informal presentations and discussions of issues and ideas HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC 2: properties and principles of force and motion SC 8: impact of science, technology and human activity on resources and the environment	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
R 6: Construct a garment	CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 6: participating in formal and informal presentations and discussions of issues and ideas FA 2: the principles and elements of different art forms HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems

Family and Consumer Sciences

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC 2: properties and principles of force and motion	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
S.1: Interpret care and fabric content labels	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas

Family and Consumer Sciences

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
S.2: Prepare clothing for laundry or dry cleaning	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
S.3: Identify stain treatment procedures	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas SC.1: properties and principles of matter and energy SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.1: Explain reasoning and identify information used to support decisions
S.4: Evaluate laundry supplies for efficiency, safety and environmental impact	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas

Family and Consumer Sciences

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
S.5: Demonstrate proper use of laundry equipment	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.4: principles of movement and physical fitness MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem
S.6: Describe ways family members can share clothing care responsibilities	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.7: responses to emergency situations SS.6: relationships of the individual and groups to institutions and cultural traditions	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Family and Consumer Sciences

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
S.7: Determine appropriate clothing storage	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
S 8: Make minor repairs and alterations	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC 8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
T.1: Evaluate personal living space	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	1.5: Comprehend and evaluate written, visual and oral presentations and works 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives
T.2: Develop a plan to personalize living space	FA.4: Interrelationships of visual and performing arts and the relationships of the arts to other disciplines	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
T.3: Evaluate shared living space	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes SS.6: relationships of the individual and groups to institutions and cultural traditions	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
T.4: Consider personal/family taste and lifestyle for a decorative scheme	FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines SS.6: relationships of the individual and groups to institutions and cultural traditions	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.6: Examine problems and proposed solutions from multiple perspectives
T.5: Apply elements and principles of design to a room	FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts
U.1: Evaluate energy and water conservation in the home	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SC.4: changes in ecosystems and interactions of organisms with their environments	1.2: Conduct research to answer questions and evaluate information and ideas 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
U.2: Evaluate household appliances and home-maintenance products for efficiency, safety and environmental impact	SC.1: properties and principles of matter and energy SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
U.3: Plan ways to conserve, reuse and recycle resources	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.4: changes in ecosystems and interactions of organisms with their environments	1.3: Design and conduct field and laboratory investigations to study nature and society 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
V.1: Evaluate home-maintenance tasks with regard to personal and family resources, abilities and standards	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.2: reading and evaluating fiction, poetry and drama MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
V.2: Develop a plan for sharing home-maintenance tasks among family members and others	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions	2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
V.3: Explore necessary tools and equipment	MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
V.4: Compile a list of service personnel	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information

Family and Consumer Sciences

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.8: impact of science, technology and human activity on resources and the environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
V.5: Clean and store appliances properly	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC.1: properties and principles of matter and energy	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
V.6: Protect maintenance tools	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Family and Consumer Sciences

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
V.7: Clean house and organize the home	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.2: the principles and elements of different art forms HP.4: principles of movement and physical fitness MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

W.1: Store dangerous substances safely	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives
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Family and Consumer Sciences

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
W.2: Develop emergency procedures	HP.7: responses to emergency situations	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
W.3: Eliminate household hazards	SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
X.1: Describe ways to guide social/emotional development in children	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	1.4: Use technological tools and other resources to locate, select and organize information

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.2: reading and evaluating fiction, poetry and drama CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.5: the major elements of geographical study and analysis (such as location; place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
X.2: Describe ways to guide intellectual development in children	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.2: reading and evaluating fiction, poetry and drama CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.6: relationships of the individual and groups to institutions and cultural traditions	
X.3: Describe ways to guide physical development in children	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations SC.3: characteristics and interactions of living organisms SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.1: Explain reasoning and identify information used to support decisions
X.4: Assess the basic needs of children	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
X.5: Design routines which meet the basic needs of children	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.1: Explain reasoning and identify information used to support decisions
X.6: Recognize age-appropriate behaviors	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.2: reading and evaluating fiction, poetry and drama CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.7: identifying and evaluating relationships between language and culture MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.6: relationships of the individual and groups to institutions and cultural traditions	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
X.7: Distinguish between discipline and punishment	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
X.8: Use problem-solving techniques in child guidance	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions
Y.1: Evaluate a toy for safety	FA.2: the principles and elements of different art forms MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
Y.2: Locate safety hazards	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions

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*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
Y.3: Demonstrate correct child-care practices	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.2: reading and evaluating fiction, poetry and drama CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
Y.4: Prepare appropriate play activities for children	CA.2: reading and evaluating fiction, poetry and drama CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.4: Interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.4: principles of movement and physical fitness	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
Za.1: Describe difference between job and career	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.7: identifying and evaluating relationships between language and culture	1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.8: Explore, prepare for and seek educational and job opportunities
Za.2: Analyze factors affecting career choices	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 3.1: Identify problems and define their scope and elements

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.7: Evaluate the extent to which a strategy addresses the problem 4.8: Explore, prepare for and seek educational and job opportunities
Za 3: Evaluate career choices in relation to self-esteem, self-formation, lifestyle, goals and well-being of others	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
Za.4: Explore careers in areas of family and consumer sciences	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.8: Explore, prepare for and seek educational and job opportunities
Za.5: Establish career goals	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.7: identifying and evaluating relationships between language and culture HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.1: Explain reasoning and identify information used to support decisions

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*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities
Za.6: Choose experiences and resources needed to achieve career goals	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities
Za.7: Describe employability skills necessary for getting and retaining a job	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Za.8: Evaluate personal habits associated with job success

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

1.2: Conduct research to answer questions and evaluate information and ideas

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) HP.1: structures of, functions of, and relationships among human body systems HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
Zb.1: Locate sources of employment opportunities	CA.2: reading and evaluating fiction, poetry and drama CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.7: identifying and evaluating relationships between language and culture	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		1.7: Evaluate the accuracy of information and the reliability of its sources 2.6: Apply communication techniques to the job search and to the workplace
Zb 2: Prepare a resume	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.7: identifying and evaluating relationships between language and culture	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities
Zb 3: Write an application letter	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.7: identifying and evaluating relationships between language and culture	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities
Zb 4: Complete employment application form	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.7: identifying and evaluating relationships between language and culture	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures

Family and Consumer Sciences

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities
Zb.5: Participate in a mock job interview	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities
Zb.6: Write a follow-up letter	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.7: identifying and evaluating relationships between language and culture	1.4: Use technological tools and other resources to locate, select and organize information 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies

Family and Consumer Sciences

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Utilize FHA/HERO program(s) to address family/consumer resource issues	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.3: diseases and methods for prevention, treatment and control HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.2: Utilize leadership qualities and skills for problem solving	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.1: Describe basic economic principles	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.2: Conduct research to answer questions and evaluate information and ideas
B.2: Identify consumer rights and responsibilities	SS.3: principles and processes of governance systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States
B.3: Identify informational resources	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
B.4: Evaluate types of advertising	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.5: Comprehend and evaluate written, visual and oral presentations and works
B.5: Compare methods of record keeping		1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
C.1: Examine personal goals and values based upon wants and needs		1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.2: Relate family goals, values, wants and needs		1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.3: Apply a decision-making process		3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.4: Assess personal resources		1.2: Conduct research to answer questions and evaluate information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
C.5: Report fraudulent practices		1.7: Evaluate the accuracy of information and the reliability of its sources 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.1: Identify available financial resources		1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
D.2: Examine the importance of savings	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
D.3: Devise a budget based on financial needs and wants	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
D 4: Evaluate and adjust budget	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
E 1: Examine banking services	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies
E 2: Reconcile a bank statement	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements
E 3: Explain savings options	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
E.4: Compare types of investments	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
E.5: Examine financial planning services	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
E.6: Determine insurance needs		1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.1: Identify types of taxes		1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
F.2: Describe the costs and benefits of taxation	SS.3: principles and processes of governance systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies
F.3: Examine effects of taxes on income		1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
F.4: Outline types of financial records needed for taxes		3.8: Assess costs, benefits and other consequences of proposed solutions 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
F.5: Determine resources for tax preparation		1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
G.1: Examine types of credit		1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
G.2: Examine use of credit cards	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States
G.3: Investigate processes for establishing/improving a credit rating	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions
H.1: Identify types of available housing		1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
H.2: Compare and contrast renting and buying	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
H.3: Plan for housing costs	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
H.4: Identify legal aspects associated with housing		1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States
H.5: Determine factors affecting housing choice	SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.8: Assess costs, benefits and other consequences of proposed solutions
I.1: List advantages and disadvantages of available forms of transportation	SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
I.2: Determine purchase, operation and maintenance costs of vehicles	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.6: Examine problems and proposed solutions from multiple perspectives

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
I.3: Explain legal rights and responsibilities of vehicle ownership	SS.3: principles and processes of governance systems	4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies
J.1: Assess clothing value and quality		1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.8: Assess costs, benefits and other consequences of proposed solutions
J.2: Determine purchases based on values, needs, wants, resources and maintenance		1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
K.1: Compare cost, quality, preparation time and skill required for various food products and services	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
K.2: Evaluate food claims	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.2: Conduct research to answer questions and evaluate information and ideas 1.7: Evaluate the accuracy of information and the reliability of its sources 4.1: Explain reasoning and identify information used to support decisions

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
L.1: Determine factors for selecting health care services and providers	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.8: Assess costs, benefits and other consequences of proposed solutions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
L.2: Determine factors for selecting health care coverage based on needs, cost and availability	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.8: Assess costs, benefits and other consequences of proposed solutions
L.3: Evaluate nutrient supplements, alternative health and grooming treatments, and health and grooming devices	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.7: Evaluate the accuracy of information and the reliability of its sources 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
L.4: Maintain a health record-keeping system	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
M.1: Develop skills to affect public policy related to family/consumer resource management	CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.3: principles and processes of governance systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
M.2: Analyze the impact of technology on individual and I	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.2: Conduct research to answer questions and evaluate information and ideas

Family/Consumer Resource Management

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
family lifestyles as related to family/consumer resource management	ety and health) SC.8: impact of science, technology and human activity on resources and the environment	1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
M.3: Utilize technology and other resources to influence change in family/consumer resource environments	SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.7: Use technological tools to exchange information and ideas
N.1: Identify career clusters and careers related to family/consumer resource management	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 4.8: Explore, prepare for and seek educational and job opportunities
N.2: Assess personal characteristics and professional requirements for occupations related to family/consumer resource management	SC.3: characteristics and interactions of living organisms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
N.3: Investigate working conditions and income of specific careers	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.8: Explore, prepare for and seek educational and job opportunities
N.4: Use effective communication techniques for multiple workplace situations	CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace
N.5: Examine ethical and professional issues and responsibilities	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas

Family/Consumer Resource Management

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
N 6: Evaluate entrepreneurial options related to family/consumer resource management		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
		4.4: Recognize and practice honesty and integrity in academic work and in the workplace
		1.2: Conduct research to answer questions and evaluate information and ideas
		1.5: Comprehend and evaluate written, visual and oral presentations and works
		4.8: Explore, prepare for and seek educational and job opportunities

Family/Individual Health

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Utilize FHAHERO program(s) to address family/individual health issues	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Family/Individual Health

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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A.2: Utilize leadership qualities and skills for problem solving

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
CA.6: participating in formal and informal presentations and discussions of issues and ideas
SC.8: impact of science, technology and human activity on resources and the environment
SS.6: relationships of the individual and groups to institutions and cultural traditions

1.1: Develop questions and ideas to initiate and refine research
1.2: Conduct research to answer questions and evaluate information and ideas
1.3: Design and conduct field and laboratory investigations to study nature and society
1.5: Comprehend and evaluate written, visual and oral presentations and works
1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2: Review and revise communications to improve accuracy and clarity
2.3: Exchange information, questions and ideas while recognizing the perspectives of others
2.6: Apply communication techniques to the job search and to the workplace
2.7: Use technological tools to exchange information and ideas
3.1: Identify problems and define their scope and elements
3.2: Develop and apply strategies based on ways others have prevented or solved problems
3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
3.4: Evaluate the processes used in recognizing and solving problems
3.6: Examine problems and proposed solutions from multiple perspectives
3.7: Evaluate the extent to which a strategy addresses the problem
3.8: Assess costs, benefits and other consequences of proposed solutions

Family/Individual Health

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities
B.1: Define wellness	HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas
B.2: Describe lifetime fitness principles and techniques	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 4: principles of movement and physical fitness HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
B.3: Assess personal health practices and risks	HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 3: diseases and methods for prevention, treatment and control HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA 3: data analysis, probability and statistics	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
B.4: Create a personal wellness plan	CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 3: diseases and methods for prevention, treatment and control	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.4: Evaluate the processes used in recognizing and solving problems

Family/Individual Health

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.5: Analyze how the family, peers, community and global issues influence the health of individuals	FA.5: visual and performing arts in historical and cultural contexts HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 4.3: Analyze the duties and responsibilities of individuals in societies
B.6: Analyze situations that require professional health service	HP.7: responses to emergency situations	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives
C.1: Describe functions of body systems including circulatory, digestive, reproductive and skeletal	HP.1: structures of, functions of, and relationships among human body systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
C.2: Identify demographic changes that influence family health systems	SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
C.3: Analyze how family and cultural diversity impact health	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society

Family/Individual Health

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
C.4: Defend a position on ethical, legal and environmental issues impacting health systems	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
D.1: Describe developmental processes which occur during the life cycle	HP.1: structures of, functions of, and relationships among human body systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
D.2: Identify diseases, illnesses and disorders affecting growth and development	HP.3: diseases and methods for prevention, treatment and control	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
D.3: Describe behaviors for preventing and controlling communicable diseases	HP.3: diseases and methods for prevention, treatment and control	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
D.4: Develop coping strategies to deal with health deviations and changes in the life cycle		1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E.1: Describe the changing relationships of mental, emotional, social and physical health throughout life	HP.1: structures of, functions of, and relationships among human body systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
E.2: Explain the effects of substance use and abuse on the individual, family and community	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.6: Discover and evaluate patterns and relationships in information, ideas and structures

Family/Individual Health

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
E.3: Evaluate how lifestyle choices impact health	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
E.4: Distinguish between appropriate and inappropriate behavior in relationships as they affect health	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
E.5: Identify standards of personal hygiene and health	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information
F.1: Explain relationships between dietary guidelines and wellness	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
F.2: Compare nutritional needs at different stages of the life cycles	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
F.3: Identify nutritional needs of individuals with special health deviations	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
G.1: Describe health emergency procedures	HP.7: responses to emergency situations	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
G.2: Develop accident/injury prevention strategies for personal, home, family and community health	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Family/Individual Health

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.3: Demonstrate refusal and negotiation skills to avoid potentially harmful or explosive situations	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.4: Demonstrate strategies for solving interpersonal conflicts without harming self or others	CA.7: Identifying and evaluating relationships between language and culture	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem
G.5: Demonstrate methods of avoiding threatening situations	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.1: Discriminate between reliable and unreliable health information, products and services	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources
H.2: Analyze data from multiple sources to make informed decisions about health information, products and services	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information

Family/Individual Health

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 3: data analysis, probability and statistics	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.1: Explain reasoning and identify information used to support decisions
H.3: Describe factors that influence personal selection of health-care resources, products and services	HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.2: Conduct research to answer questions and evaluate information and ideas
H.4: Demonstrate the ability to access individuals and agencies that provide support and protection	HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
H.5: Compare costs and benefits of available health-care coverages	MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 3: data analysis, probability and statistics	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.8: Assess costs, benefits and other consequences of proposed solutions
I.1: Develop skills to affect public policy related to family/individual health	CA 6: participating in formal and informal presentations and discussions of issues and ideas HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.3: principles and processes of governance systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
I.2: Analyze the impact of technology on individual and family lifestyles as related to family/individual health	HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society

Family/Individual Health

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.8: impact of science, technology and human activity on resources and the environment	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
J.3: Utilize technology and other resources to influence change in family/individual health environments	SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.7: Use technological tools to exchange information and ideas
J.1: Identify career clusters and careers related to family/individual health	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.6: relationships of the individual and groups to institutions and cultural traditions	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 4.8: Explore, prepare for and seek educational and job opportunities
J.2: Assess personal characteristics and professional requirements for occupations related to family/individual health	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) SC.3: characteristics and interactions of living organisms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
J.3: Investigate working conditions and income of specific careers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.8: Explore, prepare for and seek educational and job opportunities

Family/Individual Health

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	
J.4: Use effective communication techniques for multiple workplace situations	CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace
J.5: Examine ethical and professional issues and responsibilities	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
J.6: Evaluate entrepreneurial options related to family/individual health		1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 4.8: Explore, prepare for and seek educational and job opportunities

An asterisk (*) in the curriculum frameworks column(s) indicates all "to do" statements in that section are applicable.

Family Living and Parenthood

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Utilize FHA/HERO program(s) to address family living and parenthood issues	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Family Living and Parenthood

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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A 2: Utilize leadership qualities and skills for problem solving

CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
CA 6: participating in formal and informal presentations and discussions of issues and ideas
SC 8: impact of science, technology and human activity on resources and the environment
SS 6: relationships of the individual and groups to institutions and cultural traditions

1.1: Develop questions and ideas to initiate and refine research
1.2: Conduct research to answer questions and evaluate information and ideas
1.3: Design and conduct field and laboratory investigations to study nature and society
1.5: Comprehend and evaluate written, visual and oral presentations and works
1.7: Evaluate the accuracy of information and the reliability of its sources
1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2: Review and revise communications to improve accuracy and clarity
2.3: Exchange information, questions and ideas while recognizing the perspectives of others
2.6: Apply communication techniques to the job search and to the workplace
2.7: Use technological tools to exchange information and ideas
3.1: Identify problems and define their scope and elements
3.2: Develop and apply strategies based on ways others have prevented or solved problems
3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
3.4: Evaluate the processes used in recognizing and solving problems
3.6: Examine problems and proposed solutions from multiple perspectives
3.7: Evaluate the extent to which a strategy addresses the problem
3.8: Assess costs, benefits and other consequences of proposed solutions
4.1: Explain reasoning and identify information used to support decisions
4.3: Analyze the duties and responsibilities of individuals in societies

Family Living and Parenthood

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities
B.1: Evaluate personal needs, wants, values and short- and long-term goals		1.2: Conduct research to answer questions and evaluate information and ideas 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
B.2: Examine factors influencing personality development	SC.3: characteristics and interactions of living organisms	1.2: Conduct research to answer questions and evaluate information and ideas 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
B.3: Analyze the effects of values on personal thoughts, attitudes, actions and life roles	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
B.4: Determine methods for setting priorities	CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
B.5: Identify strategies for promoting responsible behaviors	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.7: Evaluate the accuracy of information and the reliability of its sources 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Family Living and Parenthood

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.6: Evaluate personal problem-solving and decision-making skills		1.2: Conduct research to answer questions and evaluate information and ideas 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.1: Create communications using a variety of methods, forms and technologies	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
C.2: Evaluate interpersonal communication techniques	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
C.3: Identify and evaluate the effects of cultural influences on communication	CA.7: Identifying and evaluating relationships between language and culture	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
D.1: Evaluate personal and environmental factors influencing relationship choice, development and termination	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 4.1: Explain reasoning and identify information used to support decisions
D.2: Develop responsible behaviors related to sexuality	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures

Family Living and Parenthood

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.7: Evaluate the accuracy of information and the reliability of its sources 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.3: Analyze trends in family structure	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
E.1: Analyze interrelationships of personal and family goals and values to work goals and values	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
E.2: Analyze how social, economic and technological changes impact work and family dynamics	SS.2: continuity and change in the history of Missouri, the United States and the world	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
E.3: Devise strategies for coordinating work and family responsibilities	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
E.4: Generate guidelines for reducing and resolving family conflict	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Family Living and Parenthood

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
E.5: Demonstrate skills needed to be a contributing family and community member		4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E.6: Explain the implications of cultural diversity when dealing with family and community issues	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
E.7: Analyze factors leading to stress and resiliency in families	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control SC.3: characteristics and interactions of living organisms SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.1: Identify problems and define their scope and elements 3.8: Assess costs, benefits and other consequences of proposed solutions
E.8: Develop strategies to manage common sources of stress for individuals and families	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
E.9: Assess community resources available to individuals and families		1.2: Conduct research to answer questions and evaluate information and ideas
E.10: Evaluate family problem-solving and decision-making skills		1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.4: Evaluate the processes used in recognizing and solving problems 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions
F.1: Identify characteristics of positive parenting		1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures

Family Living and Parenthood

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
F.2: Identify parental rights and responsibilities to have and keep children		1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 4.3: Analyze the duties and responsibilities of individuals in societies 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.3: Evaluate impact of children on resources		1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 4.3: Analyze the duties and responsibilities of individuals in societies
F.4: Compare and contrast parenting issues related to various family types	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
G.1: Develop skills to affect public policy related to family living and parenthood	CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.3: principles and processes of governance systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
G.2: Analyze the impact of technology on individual and family lifestyles as related to family living and parenthood	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
G.3: Utilize technology and other resources to influence change in family and parenting environments	SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.7: Use technological tools to exchange information and ideas

Family Living and Parenthood

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
H.1: Identify career clusters and careers related to family studies		1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 4.8: Explore, prepare for and seek educational and job opportunities
H.2: Assess personal characteristics and professional requirements for family study occupations	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) SC.3: characteristics and interactions of living organisms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
H.3: Investigate working conditions and income of specific careers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.8: Explore, prepare for and seek educational and job opportunities
H.4: Use effective communication techniques for multiple workplace situations	CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace
H.5: Examine ethical and professional issues and responsibilities	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
H.6: Evaluate entrepreneurial options related to family studies		1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 4.8: Explore, prepare for and seek educational and job opportunities

An asterisk (*) in the curriculum frameworks column(s) indicates all "to do" statements in that section are applicable.

Fashion/Fabric Consultant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Create an effective buying climate on customer motivation	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace
A.2: Characterize sales attitudes	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
A.3: Display responsible attitudes toward customer and employer	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace

Fashion/Fabric Consultant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
A.4: Evaluate job performance	SS.6: relationships of the individual and groups to institutions and cultural traditions	2.6: Apply communication techniques to the job search and to the workplace 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.8: Explore, prepare for and seek educational and job opportunities
B.1: Acknowledge and approach customers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.7: identifying and evaluating relationships between language and culture SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.6: Apply communication techniques to the job search and to the workplace
B.2: Recognize when customers prefer to examine merchandise with or without assistance	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.7: identifying and evaluating relationships between language and culture SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.6: Apply communication techniques to the job search and to the workplace
B.3: Work with more than one customer simultaneously	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.6: Apply communication techniques to the job search and to the workplace 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem
B.4: Open the sale	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	2.2: Review and revise communications to improve accuracy and clarity
B.5: Observe/question customer to determine preferences/problems	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
B.6: Identify customer buying signals	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
B.7: Obtain agreement with customer	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace
B.8: Inform customers of merchandise location in the store	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.6: Apply communication techniques to the job search and to the workplace
B.9: Respond to customer complaints	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		2.6: Apply communication techniques to the job search and to the workplace 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
B.10: "Trade up" when the opportunity arises	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.6: Apply communication techniques to the job search and to the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
B.11: Avoid misrepresentations of products, services, etc.	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
B.12: Overcome objections to an item	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
B.13: Use suggestive selling techniques	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
B.14: Promote merchandise by getting customer to try it on	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
B.15: Translate ticket information into selling points	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	2.2: Review and revise communications to improve accuracy and clarity

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.3: Exchange information, questions and ideas while recognizing the perspectives of others
B.16: Suggest use of special services such as charge, alterations and lay-away	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
B.17: Encourage repeat business	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
B.18: Process lay-aways	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	2.2: Review and revise communications to improve accuracy and clarity 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
B.19: Wrap merchandise for customers		
B.20: Handle sales and mark and tag clothing for alterations		
B.21: Make refunds or exchanges on returned merchandise	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	2.2: Review and revise communications to improve accuracy and clarity 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.1: Explain reasoning and identify information used to support decisions
B.22: Write gift certificates and special orders	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.6: Apply communication techniques to the job search and to the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
B.23: Maintain card file of customers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.6: Apply communication techniques to the job search and to the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B 24: Make minor repairs to merchandise	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	
B 25: Gift wrap merchandise		
B 26: Explain store policies to customers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
B 27: Maintain customer satisfaction by follow-up contacts	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
B 28: Sell to customers in a self-service store while performing regular stockkeeping duties	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
B 29: Contact customers who have merchandise on "hold"	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
B 30: Handle customer merchandise approvals	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
C.1: Demonstrate knowledge of fashion history	SS.2: continuity and change in the history of Missouri, the United States and the world SS.6: relationships of the individual and groups to institutions and cultural traditions	1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
C.2: Demonstrate knowledge of fashion designers	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts SS.6: relationships of the individual and groups to institutions and cultural traditions	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace
C.3: Use descriptive terms suitable to the merchandise or service	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
C.4: Inform customers of the use of products	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace
C.5: Inform customers of the various sizes and colors available	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace
C.6: Inform customers of various styles	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace
C.7: Compare price and price line for customers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 3.8: Assess costs, benefits and other consequences of proposed solutions
C.8: Inform customers of trade names	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.2: Review and revise communications to improve accuracy and clarity
C.9: Inform customers of care for apparel and accessory items	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
C.10: Inform customers of construction of items	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace
C.11: Inform customers of substitute merchandise	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace
C.12: Suggest related items, accessory items, etc.	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms	
C.13: Inform customers of merchandise guarantees or directions	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace
C.14: Acquaint customers with new styles and trends	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.2: Review and revise communications to improve accuracy and clarity
C.15: Utilize comparison shopping techniques	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation, and the application of these operations and concepts in the workplace and other situations	
C.16: Utilize principles and elements of design	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
C.17: Demonstrate knowledge of selection, use and care of textiles	SC.1: properties and principles of matter and energy	3.1: Identify problems and define their scope and elements 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
D.1: Participate in stock counts and controls such as retail price charges, transfers, etc.	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.4: Use technological tools and other resources to locate, select and organize information 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
D.2: Participate in physical inventory	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.4: Use technological tools and other resources to locate, select and organize information 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
D.3: Match merchandise tickets to the items	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
D.4: Describe stock handling guidelines	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
D.5: Perform general housekeeping activities	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
D.6: Button, zip, tie, snap, hang and straighten merchandise	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
D.7: Replace merchandise sold from "selling" displays	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	1.5: Comprehend and evaluate written, visual and oral presentations and works 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
E.1: Describe color schemes for displays	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
E.2: Describe display themes relating to the mood/season of the merchandise	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace
E.3: Describe store policy regarding displays	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace
E.4: Describe the relationship of displays to storewide promotion, special events, and/or advertising	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines MA.3: data analysis, probability and statistics SS.6: relationships of the individual and groups to institutions and cultural traditions	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas
E.5: Select/prepare/accessorize merchandise on display	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
E.6: Maintain inventory control for merchandise on display	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
E.7: Select and use lighting for displays	FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E.8: Daily clean, repair merchandise, props and tools used in displays	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
E.9: Apply art elements and principles to display	FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines	2.5: Perform or produce works in the fine and practical arts 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives
E.10: Obtain or construct props usable in display situations	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
E.11: Identify props usable in display situations	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
E.12: Demonstrate arrangement techniques used in display	FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines	2.5: Perform or produce works in the fine and practical arts

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
ay	her disciplines	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
E.13: Dress a mannequin		2.5: Perform or produce works in the fine and practical arts 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
E.14: Identify and prevent security and safety problems in display	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
E.15: Print signs hand/commercial	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

E.16: Write sign copy

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

1.3: Design and conduct field and laboratory investigations to study nature and society

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KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

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Competency Profile Date: 1987

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

E.17: Place signs in displays and on the selling floor

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
 CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)

1.3: Design and conduct field and laboratory investigations to study nature and society
 1.4: Use technological tools and other resources to locate, select and organize information

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

F.1: Identify advertising approach relative to store image and policies

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)

1.1: Develop questions and ideas to initiate and refine research

1.2: Conduct research to answer questions and evaluate information and ideas

1.3: Design and conduct field and laboratory investigations to study nature and society

1.4: Use technological tools and other resources to locate, select and organize information

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
F.2: Determine target market for ads and special events	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
F.3: Establish objectives for ads and special events	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions
F.4: Identify long-range schedule for ads and special events	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions
F.5: Determine advertising costs	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
F.6: Select, design, and proof promotional materials	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
F.7: Establish guidelines, plan and present fashion show	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.8: Assess costs, benefits and other consequences of proposed solutions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
F.8: Identify and evaluate merchandise to be advertised	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines	2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
F.9: Determine promotion scheduling	MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
F.10: Demonstrate modeling techniques	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
G.1: Plan for a balanced and complete inventory	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.1: Explain reasoning and identify information used to support decisions
G.2: Obtain market, merchandising, product and consumer information before buying	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
G.3: Analyze economic forecast indicators such as local employment conditions, inflation, union strikes, etc.	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G.4: Determine inventory on hand	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	
G.5: Estimate customer demand	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
G.6: Determine maximum and minimum quantities for basic stock	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
G.7: Participate in planned buying trips	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G.8: Establish and respond to "want slip" system	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.1: Explain reasoning and identify information used to support decisions 4.6: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Identify tasks that require a coordinated effort and work with others to complete those tasks
G.9: Select suppliers for apparel and accessory items	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

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Cross-Reference to Show-Me Standards
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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

G.10: Complete ordering procedures

CA.1: speaking and writing standard English: (including grammar, usage, punctuation, spelling, capitalization)
 CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
 CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
 CA.6: participating in formal and informal presentations and discussions of issues and ideas
 MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations

1.4: Use technological tools and other resources to locate, select and organize information
 1.5: Comprehend and evaluate written, visual and oral presentations and works
 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
 2.2: Review and revise communications to improve accuracy and clarity
 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences
 2.6: Apply communication techniques to the job search and to the workplace
 3.1: Identify problems and define their scope and elements
 3.2: Develop and apply strategies based on ways others have prevented or solved problems
 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
 4.1: Explain reasoning and identify information used to support decisions
 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
G.11: Follow up on completions and delivery of orders	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
G.12: Forecast and place merchandise reorders	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

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Cross-Reference to Show-Me Standards
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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
G.13: Prepare and implement seasonal merchandise plan	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

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Cross-Reference to Show-Me Standards
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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G.14: Maintain total merchandise plan	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
G.15: Analyze returned merchandise and customer-related complaints	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies

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Cross-Reference to Show-Me Standards
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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.4: Recognize and practice honesty and integrity in academic work and in the workplace
G.16: Establish pricing policies	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

G.17: Establish the markup for each item to determine price based on desired markup

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)

1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

2.2: Review and revise communications to improve accuracy and clarity

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Cross-Reference to Show-Me Standards
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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
G.18: Determine the percentage of markdown and the timing of price reductions	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

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Cross-Reference to Show-Me Standards
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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
G.19: Supervise marking/changing of prices on merchandise	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G 20: Supervise the operation of ticketing machine, stampers, etc.	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA 6: participating in formal and informal presentations and discussions of issues and ideas MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 3: data analysis, probability and statistics SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G 21: Use markdowns, special sales and sales force incentives to stimulate sales	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA 6: participating in formal and informal presentations and discussions of issues and ideas MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 3: data analysis, probability and statistics SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
G 22: Establish an inventory control system	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 3: data analysis, probability and statistics	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems

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Cross-Reference to Show-Me Standards
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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
G 23: Conduct periodic stock counts for reordering of stock and for annual inventory	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 3: data analysis, probability and statistics	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

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Cross-Reference to Show-Me Standards
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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G.24: Maintain inventory control records	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
G.25: Analyze and report inventory records to detect stock shortages and overages	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements

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*Cross-Reference to Show-Me Standards
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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.3: data analysis, probability and statistics	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
G.26: Select merchandise to be put on sale	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G 27: Determine/obtain the amount of merchandise needed to support promotion	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 6: participating in formal and informal presentations and discussions of issues and ideas MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 3: data analysis, probability and statistics SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
G 28: Analyze competitors' promotional activities and prices	MA 3: data analysis, probability and statistics SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises

Fashion/Fabric Consultant

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G.29: Aid fashion coordinator to display and present merchandise	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Identify career opportunities	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Food Service Worker

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
4.8: Explore, prepare for and seek educational and job opportunities

A.2: Recognize menu trends in the food service industry

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

1.1: Develop questions and ideas to initiate and refine research

1.2: Conduct research to answer questions and evaluate information and ideas

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KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1989

1503

1510

Food Service Worker

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.2: reading and evaluating fiction, poetry and drama CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems	1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
A.3: Identify major concerns of the industry	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.4: Identify career ladder	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems SS.6: relationships of the individual and groups to institutions and cultural traditions	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.3: Analyze the duties and responsibilities of individuals in societies
A.5: Practice people skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.2: reading and evaluating fiction, poetry and drama CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS 1: principles expressed in the documents shaping constitutional democracy in the United States SS 2: continuity and change in the history of Missouri, the United States and the world SS 3: principles and processes of governance systems SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS 5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS 6: relationships of the individual and groups to institutions and cultural traditions SS 7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
A 5: Practice personal grooming	CA 7: identifying and evaluating relationships between language and culture HP 7: responses to emergency situations SS 6: relationships of the individual and groups to institutions and cultural traditions	1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A 7: Practice job seeking skills	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 2: reading and evaluating fiction, poetry and drama CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA 6: participating in formal and informal presentations and discussions of issues and ideas CA 7: identifying and evaluating relationships between language and culture FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA 2: the principles and elements of different art forms FA 3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA 5: visual and performing arts in historical and cultural contexts HP 1: structures of, functions of, and relationships among human body systems	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
B.1: Recognize overhead costs	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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B.2: Recognize labor costs

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
 CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
 CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
 CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
 CA.6: participating in formal and informal presentations and discussions of issues and ideas
 CA.7: identifying and evaluating relationships between language and culture
 HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
 HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)
 MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
 MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
 MA.3: data analysis, probability and statistics
 MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
 MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
 MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)

1.1: Develop questions and ideas to initiate and refine research
 1.2: Conduct research to answer questions and evaluate information and ideas
 1.3: Design and conduct field and laboratory investigations to study nature and society
 1.4: Use technological tools and other resources to locate, select and organize information
 1.5: Comprehend and evaluate written, visual and oral presentations and works
 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
 1.7: Evaluate the accuracy of information and the reliability of its sources
 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
 2.2: Review and revise communications to improve accuracy and clarity
 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
 2.6: Apply communication techniques to the job search and to the workplace
 2.7: Use technological tools to exchange information and ideas
 3.1: Identify problems and define their scope and elements
 3.2: Develop and apply strategies based on ways others have prevented or solved problems

Food Service Worker

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.3: Recognize food costs	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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B.4: Recognize profits/loss

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
 CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
 CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
 CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
 CA.6: participating in formal and informal presentations and discussions of issues and ideas
 CA.7: identifying and evaluating relationships between language and culture
 HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
 HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)
 MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
 MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes

1.1: Develop questions and ideas to initiate and refine research
 1.2: Conduct research to answer questions and evaluate information and ideas
 1.3: Design and conduct field and laboratory investigations to study nature and society
 1.4: Use technological tools and other resources to locate, select and organize information
 1.5: Comprehend and evaluate written, visual and oral presentations and works
 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
 1.7: Evaluate the accuracy of information and the reliability of its sources
 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
 2.2: Review and revise communications to improve accuracy and clarity
 2.3: Exchange information, questions and ideas while recognizing the perspectives of others

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.3: data analysis, probability and statistics	2.6: Apply communication techniques to the job search and to the workplace
	MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts	2.7: Use technological tools to exchange information and ideas
	MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	3.1: Identify problems and define their scope and elements
	MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)	3.2: Develop and apply strategies based on ways others have prevented or solved problems
	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.4: Evaluate the processes used in recognizing and solving problems
	SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	3.5: Reason inductively from a set of specific facts and deductively from general premises
		3.6: Examine problems and proposed solutions from multiple perspectives
		3.7: Evaluate the extent to which a strategy addresses the problem
		3.8: Assess costs, benefits and other consequences of proposed solutions
		4.1: Explain reasoning and identify information used to support decisions
		4.4: Recognize and practice honesty and integrity in academic work and in the workplace
		4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
		4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
		4.8: Explore, prepare for and seek educational and job opportunities

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.5: Recognize impact of marketing and promotion	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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4.8: Explore, prepare for and seek educational and job opportunities

C.1: Practice personal hygiene

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
CA.6: participating in formal and informal presentations and discussions of issues and ideas
HP.1: structures of, functions of, and relationships among human body systems
HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)

1.1: Develop questions and ideas to initiate and refine research
1.2: Conduct research to answer questions and evaluate information and ideas
1.3: Design and conduct field and laboratory investigations to study nature and society
1.4: Use technological tools and other resources to locate, select and organize information
1.5: Comprehend and evaluate written, visual and oral presentations and works
1.6: Discover and evaluate patterns and relationships in information, ideas and structures
1.7: Evaluate the accuracy of information and the reliability of its sources
1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere SC.6: composition and structure of the universe and the motions of the objects within it SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
C.2: Comply with local health codes	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.2: continuity and change in the history of Missouri; the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
C.3: Maintain clean facilities	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
C.4: Practice safe food handling techniques	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere SC.6: composition and structure of the universe and the motions of the objects within it SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
C.5: Practice safe food serving techniques	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere SC.6: composition and structure of the universe and the motions of the objects within it SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
C.6: Practice safe food storage techniques	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere SC.6: composition and structure of the universe and the motions of the objects within it SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: Impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.8: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
C.7: Control insects and pests	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: Identifying and evaluating relationships between language and culture HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
D.1: Identify hazards	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.3: data analysis, probability and statistics	1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
D 2: Recognize food service regulations	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere SC.6: composition and structure of the universe and the motions of the objects within it SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
D.3: Use cutting utensils and equipment safely	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
D.4: Use correct body mechanics	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
D 5: Use, clean, and maintain vents and exhaust equipment	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
D 6: Use and properly store hazardous products	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
D.7: Respond to emergencies	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.3: data analysis, probability and statistics SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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D 8: Safeguard customers

CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
 CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
 CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
 CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
 CA 6: participating in formal and informal presentations and discussions of issues and ideas
 CA 7: identifying and evaluating relationships between language and culture
 HP 1: structures of, functions of, and relationships among human body systems
 HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
 HP 3: diseases and methods for prevention, treatment and control
 HP 4: principles of movement and physical fitness
 HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)

1.3: Design and conduct field and laboratory investigations to study nature and society
 1.4: Use technological tools and other resources to locate, select and organize information
 1.5: Comprehend and evaluate written, visual and oral presentations and works
 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
 1.7: Evaluate the accuracy of information and the reliability of its sources
 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
 2.2: Review and revise communications to improve accuracy and clarity
 2.3: Exchange information, questions and ideas while recognizing the perspectives of others

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.3: data analysis, probability and statistics SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
D.9: Use fire extinguishers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.3: data analysis, probability and statistics SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC 8: impact of science, technology and human activity on resources and the environment SS 2: continuity and change in the history of Missouri, the United States and the world SS 3: principles and processes of governance systems SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS 5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS 7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
D.10: Use first aid	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.3: data analysis, probability and statistics SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

D.11: Perform Heimlich Maneuver

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)

1.3: Design and conduct field and laboratory investigations to study nature and society
1.4: Use technological tools and other resources to locate, select and organize information
1.5: Comprehend and evaluate written, visual and oral presentations and works
1.6: Discover and evaluate patterns and relationships in information, ideas and structures

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.3: data analysis, probability and statistics SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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D.12: Use CPR

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
 CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
 CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
 CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
 CA.6: participating in formal and informal presentations and discussions of issues and ideas
 CA.7: identifying and evaluating relationships between language and culture
 HP.1: structures of, functions of, and relationships among human body systems
 HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
 HP.3: diseases and methods for prevention, treatment and control
 HP.4: principles of movement and physical fitness

1.3: Design and conduct field and laboratory investigations to study nature and society
 1.4: Use technological tools and other resources to locate, select and organize information
 1.5: Comprehend and evaluate written, visual and oral presentations and works
 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
 1.7: Evaluate the accuracy of information and the reliability of its sources
 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
 2.2: Review and revise communications to improve accuracy and clarity

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.3: data analysis, probability and statistics SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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E.1: Use and clean coffee equipment

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
CA.6: participating in formal and informal presentations and discussions of issues and ideas

1.2: Conduct research to answer questions and evaluate information and ideas
1.4: Use technological tools and other resources to locate, select and organize information
1.5: Comprehend and evaluate written, visual and oral presentations and works
1.7: Evaluate the accuracy of information and the reliability of its sources
1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2: Review and revise communications to improve accuracy and clarity
2.3: Exchange information, questions and ideas while recognizing the perspectives of others
2.6: Apply communication techniques to the job search and to the workplace
2.7: Use technological tools to exchange information and ideas
4.1: Explain reasoning and identify information used to support decisions

E.2: Operate and clean can openers

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)

1.2: Conduct research to answer questions and evaluate information and ideas
1.4: Use technological tools and other resources to locate, select and organize information
1.5: Comprehend and evaluate written, visual and oral presentations and works
1.7: Evaluate the accuracy of information and the reliability of its sources

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA 6: participating in formal and informal presentations and discussions of issues and ideas	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E.3: Use and clean beverage machines	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E.4: Use and calibrate thermometers	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E.5: Use and clean ovens	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E.6: Use and clean food contact surfaces	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E.7: Use and clean fryers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E.8: Use and clean mixers and attachments	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E 9: Use and clean food processors	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E 10: Operate and clean holding equipment	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
E 11: Use and clean refrigeration and freezing equipment	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E 12: Use and clean soft-serve/dairy equipment	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions

Food Service Worker

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
E.13: Operate proof box	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E.14: Operate and clean dishwashing equipment	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E.15: Operate and calibrate scales	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E.16: Use and clean ice making equipment	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E.17: Use, select, clean, and store cook table and small wares	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works

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*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA 6: participating in formal and informal presentations and discussions of issues and ideas	1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E.18: Use and clean slicers	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E.19: Use and clean toasters	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources

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*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E 20: Use and clean steam equipment	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E 21: Use and clean garbage disposals	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E 23: Identify, select, use, and maintain knives	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 4.1: Explain reasoning and identify information used to support decisions
E 23: Develop preventive maintenance program	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere SC.6: composition and structure of the universe and the motions of the objects within it SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
F.1: Identify food groups	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
F 2: Identify meal patterns	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA 6: participating in formal and informal presentations and discussions of issues and ideas CA 7: identifying and evaluating relationships between language and culture HP 1: structures of, functions of, and relationships among human body systems HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 3: diseases and methods for prevention, treatment and control HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA 3: data analysis, probability and statistics MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
F.3: Plan nutritious menus	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
F.4: Conserve nutrients in food preparation	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity

Food Service Worker

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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G.1: Interpret recipes

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
 CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
 CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
 CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
 CA.6: participating in formal and informal presentations and discussions of issues and ideas
 CA.7: identifying and evaluating relationships between language and culture
 HP.4: principles of movement and physical fitness
 MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
 MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
 MA.3: data analysis, probability and statistics
 MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
 MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
 MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)
 SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)
 SC.8: impact of science, technology and human activity on resources and the environment

1.1: Develop questions and ideas to initiate and refine research
 1.2: Conduct research to answer questions and evaluate information and ideas
 1.3: Design and conduct field and laboratory investigations to study nature and society
 1.4: Use technological tools and other resources to locate, select and organize information
 1.5: Comprehend and evaluate written, visual and oral presentations and works
 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
 1.7: Evaluate the accuracy of information and the reliability of its sources
 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
 2.2: Review and revise communications to improve accuracy and clarity
 2.7: Use technological tools to exchange information and ideas
 3.1: Identify problems and define their scope and elements
 3.2: Develop and apply strategies based on ways others have prevented or solved problems
 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
 3.4: Evaluate the processes used in recognizing and solving problems
 3.5: Reason inductively from a set of specific facts and deductively from general premises
 3.6: Examine problems and proposed solutions from multiple perspectives
 3.7: Evaluate the extent to which a strategy addresses the problem
 3.8: Assess costs, benefits and other consequences of proposed solutions
 4.1: Explain reasoning and identify information used to support decisions
 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
4.8: Explore, prepare for and seek educational and job opportunities

G.2: Identify preparation methods

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
CA.6: participating in formal and informal presentations and discussions of issues and ideas
CA.7: identifying and evaluating relationships between language and culture
HP.4: principles of movement and physical fitness
MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations

1.1: Develop questions and ideas to initiate and refine research
1.2: Conduct research to answer questions and evaluate information and ideas
1.3: Design and conduct field and laboratory investigations to study nature and society
1.4: Use technological tools and other resources to locate, select and organize information
1.5: Comprehend and evaluate written, visual and oral presentations and works
1.6: Discover and evaluate patterns and relationships in information, ideas and structures
1.7: Evaluate the accuracy of information and the reliability of its sources
1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences

Food Service Worker

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	2.2: Review and revise communications to improve accuracy and clarity 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G.3: Prepare appetizers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

G.4: Prepare sandwiches

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

1.4: Use technological tools and other resources to locate, select and organize information

Food Service Worker

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.5: Prepare beverages	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Food Service Worker

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.6: Prepare convenience products	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 3: diseases and methods for prevention, treatment and control HP 4: principles of movement and physical fitness HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP 7: responses to emergency situations MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA 3: data analysis, probability and statistics MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA 6: discrete mathematics (such as graph theory, counting techniques, matrices) SC 1: properties and principles of matter and energy SC 2: properties and principles of force and motion SC 3: characteristics and interactions of living organisms SC 4: changes in ecosystems and interactions of organisms with their environments SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) SC 8: impact of science, technology and human activity on resources and the environment SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.7: Prepare starch (farinaceous) products	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA 6: participating in formal and informal presentations and discussions of issues and ideas FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA 2: the principles and elements of different art forms FA 5: visual and performing arts in historical and cultural contexts HP 1: structures of, functions of, and relationships among human body systems HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 3: diseases and methods for prevention, treatment and control HP 4: principles of movement and physical fitness	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.8: Use seasonings appropriately	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.9: Prepare vegetables	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements

Food Service Worker

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.10: Prepare fruits	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

Food Service Worker

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.11: Prepare beef and veal	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.12: Prepare pork	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.13: Prepare bakery products	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
G.14: Identify, select, and use cheeses/cheese products	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.15: Prepare egg products	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	1.4: Use technological tools and other resources to locate, select and organize information

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	ling, capitalization) CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA 6: participating in formal and informal presentations and discussions of issues and ideas FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA 2: the principles and elements of different art forms FA 5: visual and performing arts in historical and cultural contexts HP 1: structures of, functions of, and relationships among human body systems HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 3: diseases and methods for prevention, treatment and control HP 4: principles of movement and physical fitness HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP 7: responses to emergency situations MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA 3: data analysis, probability and statistics MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA 6: discrete mathematics (such as graph theory, counting techniques, matrices) SC 1: properties and principles of matter and energy SC 2: properties and principles of force and motion SC 3: characteristics and interactions of living organisms SC 4: changes in ecosystems and interactions of organisms with their environments SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) SC 8: impact of science, technology and human activity on resources and the environment SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	n 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G 16: Prepare lamb	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA 6: participating in formal and informal presentations and discussions of issues and ideas	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.17: Prepare salads and salad dressings	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.18: Prepare soup, sauces, and stocks	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.19: Prepare poultry	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems

Food Service Worker

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices). SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G 20: Prepare seafood	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.21: Prepare desserts	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.22: Utilize leftovers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
G.23: Garnish/display foods	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
G.24: Synchronize food preparation times	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spe	1.4: Use technological tools and other resources to locate, select and organize informatio

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	ling, capitalization) CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA 6: participating in formal and informal presentations and discussions of issues and ideas FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA 2: the principles and elements of different art forms FA 5: visual and performing arts in historical and cultural contexts HP 1: structures of, functions of, and relationships among human body systems HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP 3: diseases and methods for prevention, treatment and control HP 4: principles of movement and physical fitness HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP 7: responses to emergency situations MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA 3: data analysis, probability and statistics MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA 6: discrete mathematics (such as graph theory, counting techniques, matrices) SC 1: properties and principles of matter and energy SC 2: properties and principles of force and motion SC 3: characteristics and interactions of living organisms SC 4: changes in ecosystems and interactions of organisms with their environments SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) SC 8: impact of science, technology and human activity on resources and the environment SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	n 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
11.1: Perform host duties	CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA 6: participating in formal and informal presentations and discussions of issues and ideas	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.4: principles of movement and physical fitness HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
H.2: Perform server duties	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.4: principles of movement and physical fitness HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
H.3: Perform bussing duties	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
H.4: Perform financial transactions	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.4: principles of movement and physical fitness HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
1.1: Define leadership	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.2: reading and evaluating fiction, poetry and drama CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
1.2: Identify leadership qualities and skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.2: reading and evaluating fiction, poetry and drama CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences

Food Service Worker

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
I.3: Demonstrate leadership qualities and skills	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.2: reading and evaluating fiction, poetry and drama	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society

Food Service Worker

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines FA.5: visual and performing arts in historical and cultural contexts HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) SC.1: properties and principles of matter and energy SC.2: properties and principles of force and motion SC.3: characteristics and interactions of living organisms SC.4: changes in ecosystems and interactions of organisms with their environments SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Food Service Worker

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.8: impact of science, technology and human activity on resources and the environment SS.1: principles expressed in the documents shaping constitutional democracy in the United States SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	

Housing, Home Furnishings and Equipment

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Utilize FHA/HERO program(s) to address housing, home furnishings and equipment issues	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Housing, Home Furnishings and Equipment

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
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A.2: Utilize leadership qualities and skills for problem solving

CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
CA.6: participating in formal and informal presentations and discussions of issues and ideas
SC.8: impact of science, technology and human activity on resources and the environment
SS.8: relationships of the individual and groups to institutions and cultural traditions

1.1: Develop questions and ideas to initiate and refine research
1.2: Conduct research to answer questions and evaluate information and ideas
1.3: Design and conduct field and laboratory investigations to study nature and society
1.5: Comprehend and evaluate written, visual and oral presentations and works
1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2: Review and revise communications to improve accuracy and clarity
2.3: Exchange information, questions and ideas while recognizing the perspectives of others
2.6: Apply communication techniques to the job search and to the workplace
2.7: Use technological tools to exchange information and ideas
3.1: Identify problems and define their scope and elements
3.2: Develop and apply strategies based on ways others have prevented or solved problems
3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
3.4: Evaluate the processes used in recognizing and solving problems
3.6: Examine problems and proposed solutions from multiple perspectives
3.7: Evaluate the extent to which a strategy addresses the problem
3.8: Assess costs, benefits and other consequences of proposed solutions
4.1: Explain reasoning and identify information used to support decisions
4.3: Analyze the duties and responsibilities of individuals in societies
4.4: Recognize and practice honesty and integrity in academic work and in the workplace
4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
4.8: Explore, prepare for and seek educational and job opportunities

Housing, Home Furnishings and Equipment

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.1: Analyze needs, values and goals		1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
B.2: Relate family lifestyles to housing expectations	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
B.3: Relate the life cycle to housing needs	SC.4: changes in ecosystems and interactions of organisms with their environments SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
B.4: Describe the components of the macro-environment to include quality of life, demographics, community, neighborhood, air and transportation	SC.4: changes in ecosystems and interactions of organisms with their environments SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
B.5: Recognize types of housing	SC.4: changes in ecosystems and interactions of organisms with their environments SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
B.6: Relate the needs of special populations to housing	SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
B.7: Identify social and environmental factors affecting housing costs and choices	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 3.8: Assess costs, benefits and other consequences of proposed solutions

Housing, Home Furnishings and Equipment

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.0: Examine historical and social influences on architectural styles	FA.5: visual and performing arts in historical and cultural contexts SS.2: continuity and change in the history of Missouri, the United States and the world SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
C.1: Investigate procedures and financial responsibilities for obtaining housing	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 4.3: Analyze the duties and responsibilities of individuals in societies
C.2: Investigate legal responsibilities	SS.3: principles and processes of governance systems	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States
C.3: Compare renting to buying		1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
C.4: Identify factors related to moving	SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	1.2: Conduct research to answer questions and evaluate information and ideas
D.1: Apply elements and principles of design	FA.2: the principles and elements of different art forms	1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
D.2: Evaluate floor plans for individual and family needs		1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem

Housing, Home Furnishings and Equipment

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
D.3: Explore materials and finishes		3.8: Assess costs, benefits and other consequences of proposed solutions 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
D.4: Identify factors influencing selection of appliances		1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.8: Assess costs, benefits and other consequences of proposed solutions
D.5: Explore types and uses of lighting		1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information
D.6: Identify furniture styles		1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information
D.7: Investigate selection of furniture and accessories	MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
D.8: Relate furnishings to budget	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.2: Conduct research to answer questions and evaluate information and ideas 3.8: Assess costs, benefits and other consequences of proposed solutions
E.1: Identify factors related to home safety and security	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E.2: Determine maintenance, care and repair factors		1.1: Develop questions and ideas to initiate and refine research

Housing, Home Furnishings and Equipment

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources
F.1: Develop skills to affect public policy related to housing, home furnishings and equipment	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.3: principles and processes of governance systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
F.2: Analyze the impact of technology on individual and family lifestyles as related to housing, home furnishings and equipment	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
F.3: Utilize technology and other resources to influence change in living environments	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.7: Use technological tools to exchange information and ideas
G.1: Identify career clusters and careers related to housing, home furnishings and equipment	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 4.8: Explore, prepare for and seek educational and job opportunities

Housing, Home Furnishings and Equipment

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
SS.6: relationships of the individual and groups to institutions and cultural traditions		
G.2: Assess personal characteristics and professional requirements for occupations related to housing, home furnishings and equipment		1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
G.3: Investigate working conditions and income of specific careers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.8: Explore, prepare for and seek educational and job opportunities
G.4: Use effective communication techniques for multiple workplace situations	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace
G.5: Examine ethical and professional issues and responsibilities	CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
G.6: Evaluate entrepreneurial options related to housing, home furnishings and equipment	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 4.8: Explore, prepare for and seek educational and job opportunities

Industrial Sewing

An asterisk (*) in the curriculum frameworks column(s) indicates all "to do" statements in that section are applicable.

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Identify basic machine parts	SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas
A.2: Utilize appropriate sitting positions	HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.3: Use kneelifts	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.2: properties and principles of force and motion SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
A.4: Thread machines	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.5: Change threads	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives

Industrial Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A 6: Wind bobbins	HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) SC 8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A 7: Change bobbins	HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) SC 8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Industrial Sewing

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.8: Change needles	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.9: Control treadles	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.10: Regulate speeds	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems

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*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.8: impact of science, technology and human activity on resources and the environment	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.11: Clean and oil machines	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.12: Manipulate fabrics	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
A.13: Chain off stitches	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.14: Backstay stitches	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	2.5: Perform or produce works in the fine and practical arts

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.15: Use appropriate attachments	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.16: Adjust stitch lengths	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.17: Rip out seams	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.18: Identify and report machine malfunctions	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A 19: Utilize safety practices	HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A 20: Keep work areas clear	HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A 21: Maintain quality standards		4.4: Recognize and practice honesty and integrity in academic work and in the workplace
A 22: Maintain speed, quality and quotas under pressure	HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC 8: Impact of science, technology and human activity on resources and the environment SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.23: Meet time standards	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
A.24: Report poor workmanship	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
B.1: Identify basic machine parts	SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas
B.2: Utilize appropriate sitting positions	HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.3: Use footlifts	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.2: properties and principles of force and motion SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
B.4: Thread machines	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.5: Change threads	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.6: Change needles	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.7: Control treadles	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SG.7: processes of scientific inquiry (such as formulating and testing hypotheses) SG.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.8: Regulate speeds	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SG.7: processes of scientific inquiry (such as formulating and testing hypotheses) SG.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

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*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.9: Clean machines	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.10: Manipulate fabrics	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
B.11: Operate fabric pullers	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
B.12: Keep knives clean	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.13: Keep chute areas clear	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.14: Chain off stitches	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.15: Use appropriate attachments		2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.16: Rip out seams	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.17: Identify and report machine malfunctions	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

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*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.18: Utilize safety practices	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.19: Keep work areas clear	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.20: Maintain quality standards		4.4: Recognize and practice honesty and integrity in academic work and in the workplace
B.21: Maintain speed, quality and quotas under pressure	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.22: Meet time standards	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	2.5: Perform or produce works in the fine and practical arts

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*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.23: Report peer workmanship	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
C.1: Identify basic machine parts	SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas
C.2: Utilize appropriate sitting positions	HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.3: Thread machines	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.4: Change threads	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.5: Change needles	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

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*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
C.6: Control treadles	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.7: Regulate speeds	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.8: Use kneelifts	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.2: properties and principles of force and motion SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

Industrial Sewing

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.8: impact of science, technology and human activity on resources and the environment	
C.9: Manipulate fabrics	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
C.10: Regulate tensions	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.11: Adjust bight	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
C.12: Rip out seams	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.13: Clean machines	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.14: Identify and report machine malfunctions	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.15: Utilize safety practices	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.16: Keep work areas clear	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.17: Maintain quality standards		4.4: Recognize and practice honesty and integrity in academic work and in the workplace
C.18: Maintain speed, quality and quotas under pressure	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
C.19: Meet time standards	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.20: Report poor workmanship	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
D.1: Identify basic machine parts	SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas
D.2: Utilize appropriate sitting positions	HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.3: Thread machines	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
D.4: Change threads	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.5: Use bobbin assemblies	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.6: Change needles	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.7: Use footlifts	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.2: properties and principles of force and motion SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
D.8: Position fabrics	MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
D.9: Start machine cycles	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.10: Follow cycle patterns	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
D.11: Remove fabrics		2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
D.12: Rip out stitches	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.13: Identify and report machine malfunctions	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.14: Clean and oil machines	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC 8: Impact of science, technology and human activity on resources and the environment	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.15: Utilize safety practices	HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.16: Keep work areas clear	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.17: Maintain quality standards		4.4: Recognize and practice honesty and integrity in academic work and in the workplace
D.18: Maintain speed, quality and quotas under pressure	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	2.5: Perform or produce works in the fine and practical arts

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*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.19: Meet time standards	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.20: Report poor workmanship	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
E.1: Identify grain lines	FA.2: the principles and elements of different art forms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 3.1: Identify problems and define their scope and elements

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
E.2: Recognize selvages	FA.2: the principles and elements of different art forms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
E.3: Identify right side of fabrics	FA.2: the principles and elements of different art forms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
E.4: Identify naps	FA.2: the principles and elements of different art forms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
E.5: Recognize fabric flaws	FA.2: the principles and elements of different art forms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
E.6: Recognize alignment marks	FA.2: the principles and elements of different art forms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
E.7: Recognize color shades	FA.2: the principles and elements of different art forms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas

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Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
E.8: Match fabric patterns/weaves	FA.2: the principles and elements of different art forms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
E.9: Select proper threads	FA.2: the principles and elements of different art forms	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 3.1: Identify problems and define their scope and elements 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises
E.10: Sew different types of fabrics	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E.11: Recognize when to change needles	SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
E.12: Correct errors		
F.1: Apply basic math principles	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas
F.2: Use seam gauges	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas

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Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	
F.3: Use measuring devices (e.g., ruler, tape)	MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas
F.4: Use nippers	HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) SC 8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
F.5: Use scissors	HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) SC 8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
F.6: Use seam rippers	HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) SC 8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
F.7: Use screwdrivers	HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) SC 8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
F.8: Use tweezers	HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC 7: processes of scientific inquiry (such as formulating and testing hypotheses)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

Industrial Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.8: impact of science, technology and human activity on resources and the environment	
F.9: Use special machine tools	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
F.10: Use cleaning tools	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
F.11: Use hand needles	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
F.12: Select appropriate tools	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.13: Utilize safety practices		
G.1: Sew straight line	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems

Industrial Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.2: Sew corners	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.3: Sew curves	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.4: Control quick starts	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals

Industrial Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.5: Control quick stops	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.6: Recognize seam allowances	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.7: Match alignment marks	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Industrial Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G.8: Sew bight seams	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.9: Sew lap seams	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.10: Sew felled seams	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.11: Topstitch fabrics	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements

Industrial Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.12: Sew rolled hems	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.13: Sew fabrics on a bias	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Industrial Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	SC.8: impact of science, technology and human activity on resources and the environment	
G.14: Ease materials	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.15: Sew multiple layers	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.16: Insert parts into seams	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.17: Install zippers	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas

Industrial Sewing

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.18: Sew different weights of materials together	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) SC.8: impact of science, technology and human activity on resources and the environment	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.19: Follow directions	CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
G.20: Organize work areas	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.3: Analyze the duties and responsibilities of individuals in societies
G.21: Pick up, position, sew and dispose fabrics	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	2.5: Perform or produce works in the fine and practical arts 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.3: Analyze the duties and responsibilities of individuals in societies 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Industrial Sewing

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G.22: Maintain quality standards		4.4: Recognize and practice honesty and integrity in academic work and in the workplace
G.23: Maintain speed, quality and quotas under pressure	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: Impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.24: Meet time standards	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: Impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.25: Report poor workmanship	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks

Industrial Sewing

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
H.1: Adhere to company policies and procedures	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SS.6: relationships of the individual and groups to institutions and cultural traditions	4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.2: Adhere to company policies on machine maintenance	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SS.6: relationships of the individual and groups to institutions and cultural traditions	4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.3: Operate on piecework basic (i.e., with varying rates and stresses)	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.4: Complete company forms	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.6: Apply communication techniques to the job search and to the workplace 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
H.5: Use industry terminologies	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) SC.8: impact of science, technology and human activity on resources and the environment SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.4: Use technological tools and other resources to locate, select and organize information 2.7: Use technological tools to exchange information and ideas 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.8: Explore, prepare for and seek educational and job opportunities

Industrial Sewing

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
H.6: Use time clock	SS.6: relationships of the individual and groups to institutions and cultural traditions	2.7: Use technological tools to exchange information and ideas 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.8: Explore, prepare for and seek educational and job opportunities
H.7: Operate with scheduling deadlines	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.8: Operate with quota deadlines	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	2.5: Perform or produce works in the fine and practical arts 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Nutrition and Wellness

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Utilize FHA/HERO program(s) to address nutrition and wellness issues	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.3: diseases and methods for prevention, treatment and control HP.4: principles of movement and physical fitness HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations MA.3: data analysis, probability and statistics SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.5: Perform or produce works in the fine and practical arts 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities

Nutrition and Wellness

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.2: Utilize leadership qualities and skills for problem solving	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas SC.8: impact of science, technology and human activity on resources and the environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.8: Explore, prepare for and seek educational and job opportunities

Nutrition and Wellness

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.1: Identify social and psychological influences affecting food choices	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) SS.2: continuity and change in the history of Missouri, the United States and the world SS.3: principles and processes of governance systems SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
B.2: Identify cultural and family influences	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
B.3: Explain economic and environmental factors influencing food choices	SC.4: changes in ecosystems and interactions of organisms with their environments SS.2: continuity and change in the history of Missouri, the United States and the world SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
B.4: Investigate the impact of other influences such as media, fads and myths on food choices	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures

Nutrition and Wellness

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
B.5: Evaluate technological influences on product availability	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.7: Use technological tools to exchange information and ideas
C.1: Describe nutrient functions	HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
C.2: Identify nutrient sources	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
C.3: Explain the processes of digestion and food utilization	HP.1: structures of, functions of, and relationships among human body systems	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
C.4: Categorize foods according to nutrient composition	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
C.5: Summarize differences in nutrient needs throughout the life cycle	HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
D.1: Identify components of wellness	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.7: Evaluate the extent to which a strategy addresses the problem 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
D.2: Analyze dietary intake	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Nutrition and Wellness

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
D.3: Assess food intake based upon recognized dietary standards	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
D.4: Identify dietary practices to promote health	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
D.5: Examine special nutritional needs including modified diets, vegetarianism and sports nutrition	HP.1: structures of, functions of, and relationships among human body systems HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem
D.6: Identify characteristics of eating disorders	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures
D.7: Plan daily nutritional intake using recognized standards	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E.1: Identify resources used in planning meals and food preparation	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.6: Discover and evaluate patterns and relationships in information, ideas and structures

Nutrition and Wellness

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E.2: Evaluate features, price, quality and intended use of food preparation equipment	SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.8: Assess costs, benefits and other consequences of proposed solutions
E.3: Develop criteria for purchasing/obtaining food	HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
E.4: Identify programs providing food assistance and nutrition services	SS.3: principles and processes of governance systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information
E.5: Identify regulatory agencies and their services	SS.3: principles and processes of governance systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information
E.6: Discriminate between sources of reliable and unreliable food/nutrition information, products and services	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)	1.7: Evaluate the accuracy of information and the reliability of its sources
F.1: Plan nutritious and aesthetically pleasing menus	FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts FA.2: the principles and elements of different art forms HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)	1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.2: Demonstrate safe and sanitary food preparation practices	HP.3: diseases and methods for prevention, treatment and control	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
F.3: Apply basic science, mathematics and time management principles in food preparation	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations SC.1: properties and principles of matter and energy	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
F.4: Evaluate products based upon quality standards		1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society
G.1: Identify importance of etiquette	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society

Nutrition and Wellness

*Cross-Reference to Show-Me Standards
(mini report with words)*

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
G.2: Demonstrate appropriate etiquette for various types of dining situations	SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others
G.3: Develop strategies for positive mealtime interaction	CA.6: participating in formal and informal presentations and discussions of issues and ideas CA.7: identifying and evaluating relationships between language and culture	1.2: Conduct research to answer questions and evaluate information and ideas
H.1: Develop skills to affect public policy related to nutrition and wellness	CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.3: principles and processes of governance systems	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
H.2: Analyze the impact of technology on individual and family lifestyles as related to nutrition and wellness	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
H.3: Utilize technology and other resources to influence change in nutrition and wellness environments	SC.4: changes in ecosystems and interactions of organisms with their environments SC.8: impact of science, technology and human activity on resources and the environment SS.2: continuity and change in the history of Missouri, the United States and the world	1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.7: Use technological tools to exchange information and ideas
I.1: Identify career clusters and careers related to nutrition and wellness		1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources

Nutrition and Wellness

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
1.2: Assess personal characteristics and professional requirements for occupations related to nutrition and wellness	SC.3: characteristics and interactions of living organisms	4.8: Explore, prepare for and seek educational and job opportunities 1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.4: Use technological tools and other resources to locate, select and organize information 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
1.3: Investigate working conditions and income of specific careers	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.8: Explore, prepare for and seek educational and job opportunities
1.4: Use effective communication techniques for multiple workplace situations	CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace
1.5: Examine ethical and professional issues and responsibilities	CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
1.6: Evaluate entrepreneurial options related to nutrition and wellness		1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 4.8: Explore, prepare for and seek educational and job opportunities